University of San Diego

# 2025-2026 Graduate Catalog

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# About the University of San Diego

The University of San Diego is on the horizon — on the edge of everything. It's on the edge of an international border, on the edge of the Pacific, on the edge of innovation, breakthroughs and discovery.

USD is on the edge of changing the world.

For more than seven decades, the University of San Diego has been dedicated to advancing academic excellence with a mission grounded in the Catholic intellectual tradition. Students are encouraged to explore how faith and reason are compatible in education and to develop strong moral convictions.

The University of San Diego, like the city, took its name from San Diego de Alcalá. The Franciscan friar was an infirmarian at the Franciscan Monastery at Alcalá de Henares, near Madrid. He also was invited to preach at, and eventually took up residence at, the nearby University of Alcalá de Henares.

Indeed, it was that university, which was established in 1499 and is now more than 500 years old, that inspired Alcalá Park, the name given to USD's 182-acre campus, as well as the Spanish Renaissance architecture for which our campus has become so well known.

The University of San Diego was founded under the leadership of Mother Rosalie Clifton Hill of the Society of the Sacred Heart and Bishop Charles Francis Buddy of the Diocese of San Diego. The University of San Diego began as separate colleges for men and women. The founding charters of the San Diego College for Women and San Diego University — comprised of the San Diego College for Men and the School of Law — were granted in 1949.

The College for Women began classes in 1952. The College for Men and the School of Law, the first professional division of the university, began classes in 1954. In 1972, the academic institutions merged to become what is now known as the University of San Diego.

Now governed by an independent Board of Trustees, the university remains dedicated to the values originally articulated by Mother Hill and Bishop Buddy.

Students choose from dozens of undergraduate and graduate degree programs in academic divisions including the College of Arts and Sciences; the Hahn School of Nursing and Health Science; the Joan B. Kroc School of Peace Studies; the Knauss School of Business; the School of Law; the School of Leadership and Education Sciences; the Shiley-Marcos School of Engineering; and the division of Professional and Continuing Education.

In 2006, USD was reclassified by the Carnegie Foundation for the Advancement of Teaching as a Doctoral/Research University. This reclassification recognizes the strides the university had made in graduate studies and research.

In September 2011, USD became the first institution on the West Coast to be named an Ashoka U Changemaker Campus, recognizing the university's commitment to finding sustainable solutions to the world's most pressing problems. The university is dedicated to preparing students to be able to make a difference in the world.

As a Roman Catholic institution, the university promotes a dialogue between faith and reason, and it pursues the cultivation of knowledge in a community that values intellectual freedom, holistic personal development and mutual respect.

The university embraces the ecumenical and interfaith teaching of the Second Vatican Council and is committed to creating a diverse and inclusive community of students, faculty and staff of every faith tradition, as well as those who identify with no particular faith tradition.



## Mission and Core Values

### Vision Statement

The University of San Diego sets the standard for an engaged, contemporary Catholic university where innovative changemakers confront humanity's urgent challenges.

### 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, is a nod 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, USD is on a prominent hilltop where it attains landmark status in the city.

USD campus is at the western end of Kearny Mesa and features 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 its and second largest city.

Appropriate to its classical origins, the academic and administrative buildings are situated on the highest mesa within the campus.

On May 1, 1948, local dignitaries joined Bishop Buddy and Mother Hill for a groundbreaking ceremony atop the mesa overlooking the burgeoning San Diego cityscape. It was on that day that Bishop Buddy declared, "Let the world know that here will be a university where truth will be fearlessly taught."

Just weeks later, on Dec. 16, 1949, the first bulldozers arrived. Under the watchful eye of the founders, the San Diego College for Women complex emerged. The Founders wing, which was home to Founders Chapel, was completed first. It was followed by its architectural twin, the Camino wing, which featured what is now known as Shiley Theatre. Finally, Sacred Heart Hall, which connects the two, was completed.

Next came: the Author E. and Marjorie A. Hughes Administration Center; Maher Hall; Warren Hall (home to the School of Law); the Immaculata parish church; the Katherine M. and George M. Pardee, Jr. Legal Research Center; and Saints Tekakwitha and Serra Hall.

Other key buildings include: the original nursing building and the Betty and Bob Beyster Institute for Nursing Research, Advanced Practice, and Simulation (home to the Hahn School of Nursing and Health Science); the Helen K. and James S. Copley Library; Loma Hall and the Belanich Engineering Center (home to the Shiley-Marcos School of Engineering); the Manchester Executive Conference Center; Olin Hall (home to the School of Business); the Ernest and Jean Hahn University Center; the Student Life Pavilion; the Joan B. Kroc Institute for Peace & Justice (home to the Kroc School of Peace Studies); the Donald P. Shiley Center for Science and Technology; the Degheri Alumni Center; Mother Rosalie Hill Hall (home to the School of Leadership and Education Sciences) and The Learning Commons, USD's newest academic building.

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 theatre, swimming, boating, surfing, tennis, golf and much more. Proximity to Mexico provides an excellent opportunity for gaining a firsthand insight into Mexican culture. The University of San Diego is constantly thinking about what lies ahead, just beyond the horizon — because from the horizon, USD's vision has no limit.

## 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 USD corporation are exercised, its property controlled and its affairs conducted by a Board of Trustees.

About the University of San Diego

# Accreditation

## Official Recognition and Accreditation

The University of San Diego (USD) is incorporated under the laws of the State of California and is invested with full power to confer degrees. USD has been accredited by the Western Association of Schools and Colleges Senior College and University Commission (985 Atlantic Avenue, Suite 100, Alameda, CA 94501); (510) 748-9001. USD is approved for veterans.

The undergraduate and graduate programs of the School of Business 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 BS/BA degree programs in Electrical Engineering, Industrial and Systems Engineering and Mechanical Engineering are accredited by the Engineering Accreditation Commission of ABET, 415 North Charles St., Baltimore, MD 21201; (410) 347-7700.

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; (800) 333-9511.

The Counseling program in the School of Leadership and Education Sciences is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Council for Accreditation of Counseling and Related Educational Programs, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314; (703) 535-5990.

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) 253-0473.

The university is authorized by the California Commission on Teacher Credentialing (CTC), 1900 Capitol Ave., Sacramento, CA 95814, (https://www.ctc.ca.gov/commission/reports/data), to recommend candidates for the Multiple Subject and Single Subject teaching credentials, the Education Specialist Credential (Special Education), the Bilingual Authorization, and the Pupil Personnel Service Credential (School Counseling).

The master's degree program in nursing and Doctor of Nursing Practice program at University of San Diego Hahn School of Nursing and Health Science is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001; 202-887-6791.

The University of San Diego School of Law is approved by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association, 321 North Clark Street, Chicago, IL 60654, (312) 988-6738, and is a member of The Order of the Coif and the Association of American Law Schools.

About the University of San Diego

# Memberships

## The University of San Diego holds membership in the following:

- AACSB International–The Association to Advance Collegiate Schools of Business
- ACCED–I Membership (Meeting Excellence on Campus)
- Air and Waste Management Association
- Accreditation Board for Engineering & Technology, Inc.
- American Assembly of Collegiate Schools of Business
- American Association for Paralegal Education
- American Association of Affirmative Action
- 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 Health Association (ACHA)
- American College Personnel Association (ACPA)
- American Council of Learned Societies
- American Council on Education (ACE)
- American Football Coaches Association
- American Institute of Architects
- American Payroll Association
- American Society of Comparative Law
- American Society for Engineering Education
- American Society of Engineers
- American Society Training and Development
- American Volleyball Coaches Association
- ASIA Network
- Association for College & University Auditors (ACUA)
- Association for Financial Professionals
- Association for Research on Nonprofit Organizations and Voluntary Action
- 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 Administration Professionals (ACAP)
- Association of College and University Housing Officers–International
- Association of College Unions International
- Association of Collegiate Conference and Events Directors
- Association of Continuity Planners
- Association of Corporate Counsel
- Association of Governing Boards of Universities and Colleges
- Association of Graduate Schools in Catholic Colleges and Universities
- Association of Higher Education Facilities Officers
- Association of Independent California Colleges and Universities (AICCU)
- Association of International Education Administrators
- Association of NROTC Colleges and Universities
- Association of Rocky Mountain College and University Mail Services (ARMCUMS)
- Association of Student Affairs at Catholic Colleges and Universities
- Association of the U.S. Army
- Balboa Art Conversion Center
- Better Business Bureau
- BIOCOM
- California Association of College Stores
- California Association of Colleges of Nursing
- California Campus Compact
- California College and University Police Chief’s Association (CCUPCA)
- California Council of Cultural Centers in Higher Education (CaCCCHE)
- California Restaurant Association
- California Teachers of English to Speakers of Other Languages (CATESOL)
- Campus Computer Resellers Alliance
- Campus Safety Health and Environmental Management (CSHEMA)
- Catholic Campus Ministry Association (CCMA)
- Center for Academic Integrity
- Charter 100
- College and University Professional Association (CUPA)
- College Board (College Entrance Examination Board and Scholarship Service)
- Collegiate Athletic Business Management Association
- Collegiate Rowing Coaches Association
- Collegium
- Commission on Accreditation for Marriage and Family Therapy Education
- Commission on Collegiate Nursing Education
- CONNECT
- Connect 2 One
- Consejo Latinoamericana de Escuela de Administración
- Consorcio para la Colaboración en la Educación Superior en América del Norte
- Consortium for North American Higher Education Collaboration (CONAHEC)
- Corporate Directors Forum
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Council for Advancement and Support of Education (CASE)
- Council for Exceptional Children (CEC)
- Council for Higher Education Accreditation (WASC)
- Council for Opportunity in Education
- Council on Undergraduate Research

- Educause
- Family Firm Institute (FFI)
- Greater San Diego Employers Association
- Higher Education Publications
- Higher Education Recruitment Consortium (HERC)
- Hispanic Association of Colleges and Universities (HACU)
- Hispanic Summer Program
- Independent College Bookstore Association
- Independent Colleges of Southern California (ICSC)
- Info Ed International
- Information Systems Audit and Control Association
- Institute of Internal Auditors
- Intercollegiate Tennis Association
- International Association of Assembly Managers
- International Association of Campus Law Enforcement Administrators (IACLEA)
- International Association of Chiefs of Police (IACP)
- International Association of University Presidents
- International Federation of Catholic Universities
- International Leadership Association
- International Parking Institute
- 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 Attorneys
- 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 and Campus Computer Resellers Alliance
- 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 Procurement
- 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 Restaurant Association
- 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

- Risk & Insurance Management Society
- Rotary Club of San Diego
- San Diego Business Journal
- San Diego City Schools University & College Police Chiefs Association
- San Diego Convention and Visitors Bureau
- San Diego County Alcohol Policy Panel
- San Diego Economic Development Corporation
- San Diego Law Enforcement Training Managers Association (SDTMA)
- San Diego Regional Chamber of Commerce
- San Diego Regional Economic Development Corporation
- San Diego World Affairs Council
- Society for College and University Planning
- Society for Collegiate Travel Management
- Society of Human Resource Management
- South California Higher Education Recruitment Consortium
- Southern California Consortium on International Studies
- Student & Youth Travel Association (SYTA)
- Teachers of English to Speakers of Other Languages (TESOL)
- The Trusteeship
- Tuition Exchange
- Unique Venues
- United States Naval Institute
- University Council for Educational Administration
- University Risk Management and Insurance Association
- Urban League
- Used Book Association
- West Coast Conference
- Western Association of College and University Business Officers (NACUBO)
- Western Association of College and University Housing Officers
- Western Association of Graduate Schools
- Western Association of Schools and Colleges
- 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

## State of California Formal Complaint Procedure

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at: P.O. Box 980818, West Sacramento, CA 95798-0818, by phone at (916) 574-8900 or via fax (916) 263-1897.

For more information, please go to http://bppe.ca.gov.

## 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, gender identity, gender expression, marital status, pregnancy, 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, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, medical condition, covered veteran status, genetic information 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, by phone at (619) 260-4590. Employee inquiries regarding the university's equal opportunity policy should be directed to the Chief Human Resources Officer, by phone at (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, gender identity, gender expression, marital status, pregnancy, 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, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, medical condition, covered veteran status, genetic information, 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, gender identity, gender expression, marital status, pregnancy, 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, prohibited sex discrimination covers sexual harassment, including sexual violence. 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; any unwelcome, intentional touching of the intimate areas of another person's body; or physical sexual acts perpetrated against a person's will or where a person is unable to give consent.

## Harassment (Sexual Misconduct and Relationship Violence)

Title IX of the Educational Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities operated by recipients of federal financial aid assistance. Sex harassment, including sexual violence, is a form of prohibited sex discrimination. The Violence Against Women Reauthorization Act of 2013, including the Campus Sexual Violence Elimination Act, requires colleges and universities to have procedures in place to respond to incidents of sexual assault, domestic violence, dating violence, and stalking.

In order to address its responsibilities under these laws, the university has implemented standards, reporting procedures, and response protocols that apply to incidents of sexual assault, domestic violence, dating violence, stalking, and sexual exploitation. For more information, please see the university's Sexual Misconduct and Relationship Violence Reporting and Response Standards and Protocols.

# 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 may request 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 may request 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:

## Complaints Against Administrators or Staff:

Director of Title IX, EEO and Employee Relations
Maher Hall, Room 101
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4594

## Complaints Against Students:

Vice President for Student Affairs
Hahn University Center 232
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4588

Dean of Students
Hahn University Center 232
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4588

## Complaints Against Faculty:

Vice President for Academic Affairs and Provost
Hughes Administration Center 214
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4553

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

Dean, Knauss School of Business
Knauss Center for Business Education
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4830

Dean, School of Leadership and Education Sciences
Mother Rosalie Hill Hall 205
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4538

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

Dean, Hahn School of Nursing and Health Science
Hahn School of Nursing
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4548

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

Dean, Shiley-Marcos School of Engineering
Belanich Engineering Center
5998 Alcala Park
San Diego, CA 92110
(619) 260-4627

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 the Department of Public Safety, 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.

In cases involving potential criminal conduct, the university will determine whether appropriate law enforcement or other authorities should be notified.

## 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. Similarly, a complainant may 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. 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 findings or corrective action imposed were 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 findings were 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.

If the decision was made pursuant to the procedures identified in the Student Code of Rights and Responsibilities, the appeal procedures identified in the Student Code shall apply.

## Other Resources

In addition to the internal resources described above, individuals may pursue complaints with the government agencies that enforce the laws prohibiting discrimination, harassment and retaliation, including the California Civil Rights Department (calcivilrights.ca.gov/), the Equal Employment Opportunity Commission (www.eeoc.gov), or the United States Department of Education's Office for Civil Rights (www2.ed.gov/ocr).

## Acts of Intolerance

The University of San Diego's mission statement affirms the institution's commitment to advancing academic excellence and creating a diverse and inclusive community. An act of intolerance is an affront to a community that values diversity and strives to create an inclusive environment.

USD expects all members of the university community to comply with the law and applicable university policies, including those that set forth the standards of behavior expected of community members, such as the Student Code of Rights and Responsibilities and the Policy Prohibiting Discrimination and Harassment. USD adopts these Response Procedures in furtherance of the university's existing policies and applicable law.

For the purpose of these Response Procedures, an act of intolerance is conduct that adversely and unfairly targets an individual or group on the basis of one or more of the following actual or perceived characteristics: (1) gender or gender identity; (2) race or ethnicity; (3) disability; (4) religion; (5) sexual orientation; (6) nationality; or (7) age.

Some acts of intolerance rise to the level of a hate crime. Under California law, a hate crime means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim(s). Hate crimes are not separate distinct crimes, but rather are traditional offenses motivated by the offender's bias. Hate crimes may include crimes involving not only offenses against persons but also offenses involving damage to property, such as breaking windows of religious institutions, spray painting walls with offensive words and/or symbols, or defacing or burning property. It is a violation of both California law and university policy to commit a hate crime.

The conduct underlying some acts of intolerance may violate university policy, even if the conduct does not rise to the level of a hate crime. Some acts of intolerance may involve protected speech, but still are inconsistent with the university's community values and in those circumstances the university may elect to respond through education and/or through other corrective or responsive action. Acts of intolerance will be addressed by the university on a case-by-case basis.

Promptly report all acts of intolerance. Acts of intolerance should never be written off as "pranks" or "bad behavior." This type of behavior should not be tolerated in classrooms, residence halls, in offices, study areas, social gatherings or elsewhere on campus or as part of any university activities. A person who commits an act of intolerance cannot be held accountable for his or her actions if the incident is not reported. The university encourages the prompt reporting of all acts of intolerance. A supervisor or manager who receives a complaint related to an act of intolerance, or observes or is otherwise aware of an incident involving an act of intolerance, shall promptly inform the appropriate university's designated officer as described below.

- Preserve any evidence related to the incident (e.g. graffiti, phone call recording, e-mail message, letter, photo, flyer) and make that evidence available when the report is made.
- Be aware of your reporting options.

To make a report of a hate crime, contact:

Department of Public Safety
Hughes Administration Center, Room 150
Phone: (619) 260-2222 (24-hour emergency line)

To make a report of any other act of intolerance by a student(s), contact:

Dean of Students or designee
Hahn University Center, Room 232
Phone: (619) 260-4588

To make a report of any other act of intolerance by an administrator or staff member, contact:

Director of Title IX and Equal Employment Opportunity Programs
Department of Human Resources
Maher Hall, Room 101
Phone: (619) 260-7408

To make a report of any other act of intolerance by a faculty member, contact:

Vice President for Academic Affairs and Provost
Hughes Administration Center 214
Phone: (619) 260-4553

Dean, College of Arts and Sciences
Founders Hall 114
Phone: (619) 260-4545

Dean, Knauss School of Business
Knauss Center for Business Education
Phone: (619) 260-4830

Dean, School of Leadership and Education Sciences
Mother Rosalie Hall 205
Phone: (619) 260-4538

Dean, School of Law
Warren Hall 200
Phone: (619) 260-4527

Dean, Hahn School of Nursing and Health Science
Hahn School of Nursing
Phone: (619) 260-4548

Dean, Joan B. Kroc School of Peace Studies
KIPJ 123
Phone: (619) 260-7919

Dean, Shiley-Marcos School of Engineering
Belanich Engineering Center
Phone: (619) 260-4627

**Note:** Complaints that fall within the scope of the Policy Prohibiting Discrimination and Harassment also may be reported in the manner described by that policy.

If you are a student and you are unsure of whether to report, and would like to obtain assistance and/or explore options in a confidential setting, contact:

Counseling Center
Serra Hall 300
Phone (619) 260-4655
Counselors are also available after hours by calling 619-260-2222.

### What will USD do when it receives a report of an alleged act of intolerance?

The university will respond to reported acts of intolerance in a professional and appropriate manner. The response will take into consideration the impact on the target and the USD community.

The university will investigate all reported acts of intolerance. The investigation will be conducted in a thorough, prompt, and professional manner. Reported acts of intolerance that may rise to the level of a hate crime will be investigated by Public Safety. Where the reported conduct does not rise to the level of a hate crime, the investigation will be conducted or overseen by the Dean of Students or designee (in the case of a complaint against a student) or Human Resources (in the case of a complaint against an employee). The Office of the Provost or the appropriate Dean's Office will conduct or oversee the investigation of a complaint against a faculty member.

The university will take appropriate corrective or other responsive action, consistent with current policies and procedures, based upon the findings of the investigation. The employee or student who made 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 engaging in the conduct that resulted in the report will be advised of the results of the investigation.

The university will consider the facts and circumstances of each reported act of intolerance to determine whether a communication to the campus community about the incident is appropriate, taking into consideration various interests such as safety and confidentiality. The university's Sensitive Issues Team or Critical Incident Response Team may be involved in evaluating the appropriate type of communication in a particular case.

No. The university prohibits and does not tolerate retaliation against any individual who in good faith files a complaint of an act of intolerance or is involved as a witness or participant in the complaint or investigation process. Engaging in retaliation can result in disciplinary action, up to and including separation from the university.

### What can I do to make a difference?

To learn more about how to get involved in promoting awareness and openness, and USD's efforts to educate our community, please visit www.sandiego.edu/unitedfront/

## Responsibility of Students

Students enrolled at USD are responsible for adhering to all regulations, schedules and deadlines outlined in this course catalog 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 USD are accountable to the Student Code of Rights and Responsibilities, which is published online at www.sandiego.edu/conduct. 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.

## Smoking and Tobacco-Free Policy

The university is dedicated to providing a healthy, comfortable and productive environment for its employees, students and guests. The Surgeon General of the United States has determined that cigarette smoking is the leading preventable cause of illness and premature death in the nation. Moreover, research indicates that non-smokers who are regularly exposed to passive (secondhand) tobacco smoke are also at increased risk of illness. Passive smoke appears to be especially deleterious to the health of certain populations, including the elderly, children and individuals with allergies, asthma, respiratory disease, or cardiovascular disease. For these reasons, the Surgeon General has urged employers to implement broadly-based health promotion programs with special emphasis on smoking cessation. The response to the Surgeon General's advice and the medical evidence has been an overwhelming trend toward protection of the health and safety of non-smokers.

Therefore, as an institution committed to providing a safe and healthful environment, the University of San Diego prohibits smoking and the use of any smoking or tobacco products at all times on or in any USD-owned or USD-leased property or facility, either indoor or outdoor. Effective August 18, 2015, all USD property shall be smoking and tobacco free.

This policy applies to all employees, students, contractors, vendors, guests, organizers and attendees at any on-campus programs or events, and other visitors.

No Smoking signs will be posted and maintained in public areas by the appropriate authority, with additional signs available for departments and administrative units to post within their areas as needed.

Additionally, smoking and tobacco products may not be sold, distributed or promoted on university property. The university will not accept smoking or tobacco related advertising on university property or within any university published materials.

For the purpose of this policy:

- “Smoking” means smoking any substance, including but not limited to tobacco, cloves or marijuana.
- “Smoking products” include, but are not limited to, all cigarette products (cigarettes, cigars, hookahs, pipes, etc.)
- “Tobacco products” means any substance containing tobacco leaf, including but not limited to cigarettes, cigars, pipe tobacco, snuff, e-cigarettes, chewing tobacco, dipping tobacco, or any other preparation of tobacco, whether or not such product is smoke-producing.
- “Smoking or Tobacco related” applies to the use of a smoking or tobacco brand or corporate name, trademark, logo, symbol, motto, selling message, etc. identical to or similar to those used for any brand of smoking or tobacco products or manufacturer of smoking or tobacco products.
- “USD-owned or USD-leased property or facility” includes, but is not limited to: all indoor and outdoor spaces on the USD campus or at off-campus locations owned or leased by USD, including all residence halls, buildings, classrooms, outdoor common and educational areas, recreational areas, athletic venues, dining areas, and university-owned and university-leased vehicles (regardless of location).

The only exceptions to the policy include:

- Smoking and/or tobacco use may be permitted for traditional ceremonial activities of recognized cultural and/or religious groups.
- Research involving tobacco or tobacco products, or tobacco use for educational or clinical purposes upon review and written preapproval as specified by campus procedures.

The university community is encouraged to take responsibility for communication and enforcement of this policy. Enforcement should be primarily educational with an emphasis on cessation resources.

Where this is not possible, does not occur or otherwise fails, then responsibility for enforcement of the policy shall be as follows:

- Employees: Appropriate Supervisor or Manager
- Students: Dean of Students or Designee (Violations may be reported to residence hall staff and public safety officers.)
- Visitors: Department of Public Safety

The consequences for a failure to comply with this policy will be determined as appropriate under the circumstances. Those consequences may include without limitation a request to refrain from the activities prohibited by this policy; a request to leave campus; in the case of a student, disciplinary action in accordance with the Student Code of Rights and Responsibilities, or, in the case of a university employee, disciplinary action in accordance with the university’s disciplinary process.

This policy shall be included in the Student Code of Rights and Responsibilities and the university’s policy manual. Information and services related to smoking and/or tobacco use, prevention and cessation are available for students and employees. Contact the Student Health Center or Human Resources for more information.



# Honor Societies

## Phi Beta Kappa

Phi Beta Kappa is the oldest and most prestigious academic honor society in the United States. Phi Beta Kappa was established in 1776 and has evolved to become the nation's leading advocate for the liberal arts and sciences at the undergraduate level. The society's distinctive emblem, the golden key, is widely recognized as a symbol of academic achievement. USD received its Phi Beta Kappa charter in 2003. To be eligible for membership, students must be majoring in an area of the liberal arts or sciences, hold senior standing, and have attained a GPA that places them in the top 10 percent of their class. Additional criteria for selection include intellectual integrity, tolerance, and a broad range of intellectual interests. Each spring a campus committee composed of Phi Beta Kappa faculty invites a select group of students to become members in the Society. Students who accept the invitation are then initiated into the Phi Beta Kappa Society in a formal ceremony.

## Kappa Gamma Pi

Kappa Gamma Pi is the national Catholic college graduate honor society. Members are graduates who have demonstrated academic excellence and outstanding service and leadership during their college years. As candidates, they pledge to continue to provide examples of scholarship, leadership, and service in their personal and professional lives. This commitment is the difference that distinguishes nomination to Kappa Gamma Pi as one of the most relevant and prestigious awards on campus. Kappa Gamma Pi was founded in 1926 at the National Catholic Educational Association Conference of Catholic Colleges. Today, more than 41,000 graduates of 139 Catholic colleges are Kappa Gamma Pi members. They live throughout the United States and in many foreign countries. Their successful lives and careers exemplify outstanding leadership and service in church, profession, and community. Kappa Gamma Pi has members from the first graduating classes of USD to the present. These members are Catholic men and women as well as men and women of other faith communities. In January, graduating seniors who have a GPA of 3.5 or above receive a letter from the Provost informing them that they are qualified by reason of their academic achievement to apply for membership in Kappa Gamma Pi. If they have exemplified outstanding leadership and service during their years at USD, they are encouraged to submit a letter of recommendation and an essay to the selection committee. Kappa Gamma Pi sponsors the St. Catherine Medal, awarded at the Honors Convocation, for outstanding leadership and service as well as the Cornaro Scholarship for members of Kappa Gamma Pi pursuing graduate studies.

## Mortar Board

Mortar Board is a national honor society for college seniors which was founded in 1918 and chartered on the USD campus in the fall of 2000. The society recognizes in its members the qualities of scholastic achievement, outstanding leadership, and dedicated service to the university and the community. There are over 200 active chapters of Mortar Board at colleges throughout the country. To be eligible for membership, students must have junior standing in the spring semester with an overall GPA that places them in the top 35 percent of their class. Moreover, students must have participated and excelled in leadership and service activities during their college years. They must submit an information sheet, a resume, a letter of recommendation from a USD faculty member, and a personal essay for review by the current Mortar Board members. Admission to Mortar Board at USD is highly competitive and is restricted to approximately 30 students each year. USD's Mortar Board chapter is an active student organization and expects full participation from its members. Chapter members participate in bi-weekly meetings, an annual Faculty Appreciation Dinner, tutoring and other service activities, interaction with San Diego's Mortar Board Alumni Chapter, social events, and fundraising for the STRIVE scholarship, which chapter members established for college bound seniors at Kearny High School who have excelled in scholarship, leadership, and service. Mortar Board members have the opportunity to apply for local and national Mortar Board scholarships and fellowships to be used for graduate study. Each year in February a letter is mailed to juniors who are in the top 35 percent of their class. The letter invites those students to submit their essay, letter of recommendation, and other required information for consideration for Mortar Board membership. Selected students are "tapped" in one of their classes by USD Mortar Board members. The Mortar Board Initiation ceremony occurs in April.

# University-Wide Centers

## Academic Centers and Institutes

The university's academic centers and institutes bring faculty and students together to pursue research, service and outreach on scholarly and social topics that provide direct benefits and services to the San Diego, national and international communities.

### Knauss School of Business

For centers and institutes within the Knauss School of Business, go to Knauss School of Business, Centers and Institutes.

### School of Leadership and Education Sciences

For centers and institutes within the School of Leadership and Education Sciences, go to School of Leadership and Education Sciences, Centers and Institutes.

### Institute of College Initiatives

The Institute of College Initiatives (ICI) oversees the USD TRiO programs funded by the U.S. Department of Education: Upward Bound, McNair Scholars and Student Support Services. ICI also collaborate with local educational institutions that include Expanding Your Horizons (science, math and technology conference for 6th through 10th grade girls), Botball and Global Leadership Connection (for high school juniors) among other programs and liaisons. The USD TRiO Upward Bound program supports low-income, first-generation college students from Kearny High School in Linda Vista in their preparation for college entrance education through academic advising, tutoring, SAT preparation, college admissions and financial aid guidance and a five-week summer residential academic program on USD's campus. The USD McNair Scholars program prepares high-achieving undergraduate students for doctoral study through research and scholarly activities with faculty mentors in their discipline. Student Support Services (SSS) serves over 300 USD students from low-income and/or first generation backgrounds and/or who have documented disabilities through advising, financial aid and personal counseling, instructional support, peer networking, mentoring and post-BA planning.

## Study Abroad Opportunities

### The Ahlers Center for International Business

Go to the Ahlers Center for full details.

### The Global Center

Go to the Global Center for full details.

## Institute on International and Comparative Law

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

The programs provide intensive training in international law while introducing American students to the legal institutions of another country. Students from around the world attend and benefit from exposure to different cultural milieus, guest faculty viewpoints, foreign legal institutions and international history through tours and simulated legal proceedings. Graduate students in international relations or international business may be accepted into this program. Contact the program coordinator by emailing lawabroad@sandiego.edu, calling (619) 260-4596 or go to www.sandiego.edu/law/academics/study-abroad/

## 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 above. 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 Saints Tekakwitha & Serra Hall 201; (619) 260-4598; go to www.sandiego.edu/oiss

### International Student Applicants

See here.

### International Study Resources

- Ahlers Center for International Business
- Hahn School of Nursing International Programs
- Joan B. Kroc School of Peace Studies
- School of Leadership and Education Sciences Global Center

## English Language Academy

The USD Division of Continuing Education, English Language Academy (ELA) 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 currently offers five levels of academic 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.

## The Humanities Center

The Humanities Center is dedicated to the exploration of the human condition and the limitless ways in which human beings understand and interact with our world. Opened in 2016 and occupying a central place on campus, the center's activities are divided into five, often overlapping elements: Collaborative Research, Digital Humanities, Interdisciplinary Curriculum, Public Humanities, and the Humanities Center Gallery. All are welcome at the Center's many events. Visit us in Serra Hall 200, and keep up to date with our events by visiting our website: https://www.sandiego.edu/cas/humanities-center/

## United Front Multicultural Commons

The United Front Multicultural Commons plays an important role in the university's plan for developing a community that is culturally diverse and responsive to changing local, regional and national demographics. For over ten years, the United Front Multicultural Commons has raised awareness of issues of diversity and inclusion, successfully advocating for policy change and securing the university's commitment to an ethnic studies program. There are currently ten multicultural student organizations housed in the Commons. Each of these groups present programs that celebrate their culture and serve to educate the campus. The offices for the director and assistant director of the multicultural commons are located in this area.

For more information about the United Front Multicultural Commons go to the Student Life Pavilion, Room 418, call 619-260-2395 or go to www.sandiego.edu/unitedfront.

The university's three university-wide centers are described below. In addition, the university has academic centers and institutes that are offered within the College and schools that bring faculty and students together to pursue research, service, and outreach on scholarly and social topics. The academic centers and institutes can be viewed at Centers and Institutes.

## Center for Ethics, Economics and Public Policy

The mission of the Center for Ethics, Economics and Public Policy is to shed light on social and political issues by bringing together rigorous teaching and scholarship from the disciplines of economics, moral philosophy, and political science. In support of this mission, the center sponsors a biannual debate series featuring nationally-renowned scholars engaging in conversation on matters of public importance. The aim of these debates is not only to help produce a better-informed community, but to model civil and respectful dialogue in an age of increasing political polarization. In addition to its debate series, the center also sponsors various lectures, panel discussions, reading groups, and conferences open to students, faculty, and the broader San Diego community. For more information, please visit www.sandiego.edu/ceepp/. For videos of past events, please view our YouTube page.

## Center for Inclusion and Diversity

The Center for Inclusion and Diversity (CID) at the University of San Diego serves the campus by coordinating, advocating, and assessing diversity and inclusion efforts across the institution. As a community of inquiry, the CID cultivates questions of difference and mutuality across curricular and co-curricular contexts. The University of San Diego holds deep commitment to developing and sustaining a diverse campus community in the broadest sense, including differences in gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin, and physical ability. The Center is located in Maher Hall 253 or go to Center for Inclusion and Diversity.

## Center for Christian Spirituality

The USD Center for Christian Spirituality (CCS) fosters the exploration and the development of Christian spirituality in dialogue with other spiritual traditions in four areas: personal enrichment, professional life, academic life and social justice. Center activities include:

- workshops and seminars in spirituality and professional life;
- courses in spirituality and spiritual direction preparation; and,
- collaborative initiatives in social justice both within and outside the USD community.

Open to all. Student participation is welcome. For more information about the Center for Christian Spirituality, go to Founders Hall 186A, call (619) 260-4656 or go to https://www.sandiego.edu/ccs/.

## Frances G. Harpst Center for Catholic Thought and Culture

In essence, the CCTC's mission is concerned with helping USD and its neighbors to explore, understand and celebrate everything it means to participate in a university community that calls itself Catholic in the twenty-first century.

**The Role of the Center**

In its mission to enable and foster the engagement between USD's Catholic identity and its academic mission, the Center for Catholic Thought and Culture seeks to:

- *Develop* thought-provoking programs that will engage the university and local community in critical dialogue with the Catholic intellectual and cultural traditions
- *Promote* Catholic Social Teaching and its integration into the academic and institutional life of the university community
- *Organize* conferences, liturgical and cultural events and exhibits that showcase the Catholic Church's rich heritage and its contributions to the arts, letters and sciences and to all which ennobles humans to pursue what is right and just
- *Provide* faculty with opportunities and support for development and to create quality courses that expose students to the Catholic intellectual and cultural traditions
- *Showcase and Facilitate* the many exciting and important areas of USD life that embody the foundational ethos, vision and ongoing mission of the University through collaborative and bridge-building ventures across campus and beyond
- *Contribute* to key discussions pertaining to the Christian cultural, ecclesial, intellectual and social life at local, national and international level through research initiatives, projects and the ongoing core activities of the Center

From its inception, the Church has been a community of faith and service. Historically, Catholicism has also always been a community of inquiry, learning and reasoned discourse. The catholicity of the University of San Diego is aptly captured in the gospel-inspired principle 'all are welcome'. Though the focus of CCTC's programs and cultural events is Catholic, people of all faith traditions and people of none, are most welcome to attend CCTC sponsored events and benefit from the exchange of ideas.

# Campus Life

## Get Involved

As a recognized Changemaker campus, USD offers a wide variety of ways for you to get involved and make a difference. Join a student organization or Associated Students, or simply be active in our community.

The University of San Diego offers many ways to get involved with our student, local and global communities.

Many students say it can help you:

- connect with fellow students and faculty who share your passion for learning and life and who will support you on your journey;
- find your voice and lead by example;
- feel good about yourself by helping others who are in need;
- explore different subjects, topics and perspectives.

Explore the possibilities provided by our dynamic campus environment!

Campus Life

## 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. 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 (Alcalá Alumni Fund).

The USD Alumni Association represents the interests of 63,000+ alumni in all 50 states and around the world. Some of the programs supported by the Alumni Association include Homecoming and Family Weekend, the USD Wine Classic, regional programs in 23 Torero Clubs in the U.S. and four locations abroad, student scholarships, student and alumni networking events and Alumni Honors. 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.

Campus Life

## Campus Recreation and Sports

Campus Recreation offers members of the university community many opportunities to use their leisure time constructively 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 and exercise rooms. Other on-campus facilities include the Jenny Craig Pavilion McNamara Fitness Center, Mission Café and Fitness Center, Manchester multi-use field and the Valley soccer/multi-use field by the Mission Crossroads. 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 (as for-credit or non-credit) offered by the Campus Recreation department. Some of the classes include: golf, scuba, martial arts, yoga, dance, tennis, swimming, fitness 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 master's swim training program, injury rehabilitation, specialized weekend fitness classes and Group Ex Fitness. For more information, go to Campus Recreation.

## Special Events

The Special Events program brings together many organizations and departments within the university to offer social events and activities that enhance the campus community. Some of the events may include: Family Weekend golf tournament, Extramural Beach Volleyball, wellness workshops and specialty classes and many other engaging events.

## Intramural Sports

With a full schedule of men's, women's, co-recreational teams and individual sports activities, the intramural program offers every community member the opportunity to participate in competitive as well as recreational sports. Activities include softball, football, basketball, tennis, soccer, golf, running events, volleyball, dodge ball, table tennis, inner tube water polo and more. Additionally, Campus Recreation has a Grad/Law Recreation program designed specifically for graduate and law students. This program includes intramural leagues and community special events for graduate students only.

## Sports Clubs

Sports Clubs are student-registered organizations administered through the Campus Recreation department. USD community members may register to join a competitive and/or recreational sports club on campus. Competitive Sports Clubs include: Baseball, Equestrian, Men's and Women's Lacrosse, Men's Rugby, Men's and Women's Soccer, Men's and Women's Volleyball, Surf, Men's Water Polo, Water Ski, Ultimate Frisbee, Climbing, Tennis, Golf, Cross Country and Ice Hockey. These clubs compete in local and national collegiate leagues plus host tryouts. Recreational Sports Clubs such as Dance Company may compete in competitions; however they tend to sponsor recreational activities as their primary function. For more information, go to the Campus Recreation Sport Clubs website.

## University Fitness

University Fitness (USD FIT) is a branch of Campus Recreation and is dedicated to developing the minds, bodies and souls of the campus community. Services are centered in the Bradford Lee Bosley Café and Fitness Center, a wellness focused facility located in the heart of Mission housing. Supporting the mission and values of USD, the center promotes healthy lifestyle choices and social interaction to enhance the total student experience. USD FIT offers group exercise classes and personal training at nominal fees to the campus community. For more information go to Bosley Fitness Center. USD community members may also enjoy informal use of the JCP McNamara Fitness Center and the Sports Center.

## Outdoor Adventures

Outdoor Adventures, which is part of Campus Recreation, offers services to students, faculty, staff and alumni for a reduced price, encouraging self-growth and self-expression. The OA Trips Program offers outings such as surfing, rock climbing, kayaking, canoeing, snorkeling, backpacking, hiking and outdoor cooking, as well as a rental and retail area for people interested in planning a personal outing. Another popular program is the Customized Trip Program where private outings for groups are

planned based on their specific requests. Outdoor Adventures offers guide development and facilitator training programs for students to learn to lead trips, facilitate group programs and an Orientation Adventure Freshmen wilderness program allows new students the opportunity to meet their peers in the great outdoors before the start of school. Outdoor Adventures is located in the University Center, Room 136. For more information, please call (619) 260-4709 or go to Outdoor Adventures.

## Athletics

As a member of the National Collegiate Athletic Association (NCAA), the University of San Diego Department of Intercollegiate Athletics maintains a full program of sports for men and women. Sanctioned men's and women's athletic teams represent the university in Division I National Collegiate Athletic Association (NCAA) competition as members of the eight-team West Coast Conference. (The football team competes in the NCAA Division IA Pioneer Football League, the swimming and diving team competes in the Western Athletic Conference and the women's softball team is in the Pacific Coast Softball Conference). The university is represented in the following Division I sports: baseball, basketball, rowing, cross country, football, men's golf, soccer, rowing, cross country, softball, swimming and diving, tennis, track and field and women's volleyball.

## Athletic Eligibility

Admission to the university does not imply eligibility to compete in intercollegiate athletics, particularly in the case of students transferring from another college or university. Concerns about athletic eligibility should be directed to the appropriate coach or to the Assistant Director of Athletics for Compliance.

Campus Life

## Career Development Center

The Career Development Center 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 career decision-making, résumé writing, interviewing and job search strategies.

The Career Development Center collaborates with alumni, faculty and student organizations to support career events throughout campus. The office also coordinates employer presentations, on-campus interviewing, career fairs and a portal of internship and job opportunities exclusively for USD students and alumni.

Located in Manchester Hall, Room 101, the main hub of the Career Development Center office is open Monday-Friday, 8:30 a.m.-5 p.m. For more information, go to Career Development Center, email careers@sandiego.edu, or phone (619) 260-4654.

Additional career resources and services for Knauss MBA students, including advising, workshops and a speaker series, are managed through the Knauss School of Business MBA located in Olin Hall 221A. For more information, (619) 260-4860 or go to MBA Careers.

Additional career resources and services for Law students are managed through the Office of Career and Professional Development at the USD School of Law located in Warren Hall, Room 113. For more information, (619) 260-4529 or go to Law Careers.

Campus Life

## Dining Services

Students enjoy excellent value and maximum flexibility when dining on campus. Our Dining Services was ranked #18 nationwide for Best Campus Food – Princeton Review 2016.

We offers several different meal plans suitable for every student. Let us do the shopping, cooking and clean up while you focus on school! All plans offer high quality, fresh foods created by an award-winning team of culinarians. Most plans also include complimentary guest meals and meal equivalencies to dine anywhere on campus. Our dining locations provide much more than sustenance — we are proud to provide attractive, comfortable settings where students may gather to study and socialize.

USD has several campus dining locations: Pavilion Dining (six micro restaurants), Tu Mercado (market/deli), Bert's Bistro, Blue Spoon, Bosley Café, La Paloma, Oliva, Aromas (coffeehouse) and La Gran Terraza.

For additional information on campus dining and meal plans, go to Dining Services.

Campus Life

## Graduate Student Life

## Graduate Student Life

Graduate Student Life at the University of San Diego aims to foster Community building: by providing opportunities for graduate students to build community and fostering conversations and collaboration across disciplines. Communication: by promoting existing campus services to students and helping departments share ideas on how to best serve graduate students. Advocacy: by growing and maintaining a graduate student presence on campus, encouraging services to be more inclusive of graduate students, and conducting regular assessments of graduate student quality of life.

### The Purpose of Graduate Student Life is to:

- Provide programs that help create a tangible graduate student campus community.
- Foster graduate student conversation and collaboration across disciplines.
- Encourage, recognize and celebrate the uniqueness of graduate students.
- Promote existing campus services and encourage service areas to be more inclusive of graduate student needs.
- Grow and maintain a graduate student presence in institutional decisions that affect the quality of life for graduate students.
- Help departments share ideas about programs and support structures for graduate students.
- Conduct regular assessments of graduate student quality of life on campus
- Advocate for graduate student needs across campus.
- Assists students in sustaining a healthy and happy life at the University of San Diego.

Learn more about Graduate Student Life, go to Graduate Student Life.

## Graduate Student Government

Graduate Student Life advises and supports the Graduate Student Government (GSG) and graduate student associations and organizations underneath the GSG umbrella.

The GSG serves the needs of the graduate and law students, building a strong and successful graduate community. The purpose of the Graduate Student Government (GSG) is to represent all USD graduate and law students to the university administration with the mission to:

- build and maintain a strong USD graduate student community;
- advocate for graduate student issues;
- ensure adequate graduate student representation on university committees;
- work collaboratively with, and advise, university administration to improve the level of graduate studies.

Learn more about the GSG, go to Graduate Student Government.

For a list of current graduate student associations and organizations, go to Graduate Student Organizations.

Campus Life

## Mail Center

The Mail Center is located in the Maher Annex with University Copy and Procurement Services on the north side of campus. Manchester Village residents have mailboxes located down the hall from the lobby in Building II.

Service window hours at the Maher Annex are 8 a.m.-5 p.m., Monday-Friday. Stamps may be purchased as well as postage for domestic parcels. UPS and Federal Express services are also available. For more information call (619) 260-2204 or go to Mail Center.

Campus Life

## Manchester Family Child Development Center

The primary goal of the Manchester Family Child Development Center (MFCDC) is to offer a safe and enriching environment in which children can grow and learn. It offers a rich, stimulating, family friendly setting that is welcoming 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. Each class of 12-14 mixed-age children is led by two full time teachers and student support staff.

The center operates from 7:15 a.m.-5:45 p.m., Monday-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 or go to MFCDC.

Campus Life

## Parking Services and Transportation

### Parking Services

Parking Services is committed to creating a helpful and welcoming environment through the delivery of excellent service. A valid USD parking permit must be displayed Monday-Friday, between 7 a.m.-7 p.m. All vehicles must be parked in the area appropriate to the permit issued. Parking permits and additional parking information are available at the Parking Services website.

The Office of Parking Services is located in Durango Suite B and can be reached by phone at (619) 260-4518 or by emailing parking@sandiego.edu.

### Tram Service

USD provides an on-campus shuttle service that moves students, faculty, staff and visitors to various stops on the campus. The Tram Service also provides morning and evening service to Old Town Trolley Station. The Tram Service operates full time during the fall and spring semesters and on a limited basis during intersession and summer. For more information on the tram service go to Tram Services. The Tram Service is operated under Public Safety.

Campus Life

## Public Safety

The Department of Public Safety is open 24 hours a day, 7 days a week and provides a full range of community-oriented crime prevention and crime control services to contribute to the safety and security of the campus community. Public safety officers patrol the campus around the clock, seven days a week. The department also offers a dusk-to-dawn public safety escort for community members walking to any location on campus or within a one-mile radius. Emergencies on campus should be reported directly to Public Safety by calling (619) 260-2222. Non-emergency situations can be reported at x7777.

Public Safety complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act through the Daily Crime and Fire Log available on the Public Safety website.

Campus Life

## Residential Life

### Off-Campus Housing Resource for Graduate Students

Since the University is not able to offer campus housing to new graduate students, USD is providing a website containing information and resources on the San Diego housing market. This information can be found at http://www.sandiego.edu/offcampushousing. You may also contact Ms. Joline Cai in Graduate Student Life or at qiaolingc@sandiego.edu for additional information and support with your off-campus housing needs.

The Graduate Student Life staff can offer:

- Resources and tools to help guide you through the process of finding housing
- Platform for roommate matching with other USD students
- One on one individual assistance to answer general questions

Graduate Student Life is located in SLP 401 (Graduate and Law Student Commons) or can be reached by calling 619-260-2227. We hope that these resources will support your decision-making for housing in the San Diego community.

Campus Life

## Student Wellness

If you or someone you care about is in need of assistance, or could benefit from our services, go to Student Wellness for 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

The Center for Health and Wellness Promotion (CHWP) serves the USD student community through educational opportunities, prevention campaigns, campus-wide programs, assessment 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. problematic drinking, smoking cessation, 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 12-step support services for students seeking to address substance 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 with access to web-based assessment tools that provide personalized information to students about risks associated with their individual health and wellness behaviors.

CHWP sponsors College Cab, a safe ride program that 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 (e.g. being stranded for any reason, car trouble, wanting to leave an uncomfortable situation). For further details and regulations please visit the CHWP website.

CHWP Hours and Staffing: To schedule an individual appointment, workshop or training and/or for additional information about our programs and services, please call (619) 260-4618, stop by UC 161, or go to CHWP.

## Counseling Center

During their time at the university, students navigate significant personal developments that 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 occur by telephone or in person and 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), personal counseling and referrals for tutoring or peer academic support services. Help with test-taking strategies, time management, stress management and other coping skills are also available. Students on academic probation are particularly encouraged to use these services.

**Hours and Staffing:** The Counseling Center is located in Serra Hall, Suite 300. The hours of operation are Monday-Friday, 8:30 a.m.-5 p.m.; with extended hours on Wednesdays until 6 p.m. when classes are in session during the fall and spring semesters.

Walk-in hours are from 11 a.m.-3 p.m., Mondays-Fridays, with extended walk-in hours on Wednesdays until 5 p.m. when classes are in session during the fall and spring semesters. The Counseling Center can be reached at (619) 260-4655, or for more information go to USDCC. For after-hour emergencies, the counselor on-call can be reached by calling the Department of Public Safety at (619) 260-2222.

## Disability and Learning Differences Resource Center

The Disability and Learning Differences Resource Center (DLDRC) provides specialized resources and services to enrolled students with documented disabilities and/or learning differences. 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 DLDRC, 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 at Disability Services.

Once the disability has been verified by DLDRC, 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.

If you are a student who would like to be considered for academic accommodations, please follow the instructions under Requesting Services.

## Student Health Insurance Plan

All University of San Diego undergraduate and graduate full-time students are required to carry health insurance. This requirement ensures that students in need of health and/or mental health care beyond the scope of services provided at USD by the on-campus Wellness Units, can access the appropriate resources in the community.

When students access their Student Bill for the Fall semester they will notice a charge for the USD sponsored Student Health Insurance Plan on their Student Account. Students will have the option of accepting coverage or waiving the charge if they are already have health insurance. To waive coverage students just have to answer a few simple questions online regarding their current insurance to remove this charge.

For more information about the USD sponsored Student Health Insurance Plan and how to waive or accept, go to Student Health Insurance Plan.

## Student Health Center

Hours: Monday, Tuesday, Thursday, Friday, 8:30 a.m.-4:30 p.m.; Wednesday; 8:30 a.m.-6:30 p.m. (closed 11 a.m.-1:30 p.m.).

The Student Health Center (SHC) is available for all students attending the University of San Diego. High-quality and convenient outpatient medical care is provided for acute illness, minor injuries and other on-going medical problems. Preventive care, including well-woman and well-man check-ups, study abroad physicals, immunizations and health education is also available. The clinic staff includes physicians, nurse practitioners, a physician assistant, nurses, medical assistants and administrative support staff. Students may make advance appointments for preventive care. Students may make same-day or advance appointments, or may be "triaged" by a registered nurse, who will assess the student's condition and determine the need for urgent attention by our medical staff. A nurse practitioner/physician assistant/physician is available to answer urgent health questions after hours, weekend and holidays and can be reached via Public Safety at (619) 260-2222. Emergency Care is not within the scope of services offered by the Student Health Center. For medical emergencies off-campus, dial 911. For on-campus emergencies, call public safety at (619) 260-2222.

If you are a student, there is no fee to be seen by a healthcare provider at the Student Health Center. However, diagnostic exams and minor procedures, such as electrocardiography (ECG), cryotherapy, suturing or laboratory work, require a minimal fee that is payable by check, credit card, or CampusCash directly to the Health Center at the time of service. In addition, many low-cost prescription and over-the-counter medications are available for purchase at the Health Center. Students have the option of obtaining and paying for these services at the Health Center, or being referred to other facilities or pharmacies in the community. Students that need X-rays or lab work that are not available at the Health Center will be referred to nearby off-site locations. Student Health Center providers can also make referrals to specialists in the community. Students enrolled in the USD sponsored Student Health Insurance Plan reduce their out-of pocket costs when seeking care at the Student Health Center and obtaining a referral before seeking care from a community provider.

All students are encouraged to have medical insurance coverage that has a minimum benefit for emergency care, as this is NOT provided via student fees. Students should also be aware of whether they have a pharmacy benefit. Although the SHC does not provide insurance billing, a receipt for services can be provided for the student to submit. The university is not responsible for provision or cost of medical care rendered off campus. The Student Health Center is located in Maher Hall, Room 140. For more information, please call (619) 260-4595, or go to Student Health Center.

Campus Life

## Torero Hub

The Torero Hub is anchored in USD's Thriving Student Model. Using an integrated approach that engages staff and administrators across the university, the Torero Hub seeks to ensure all students' knowledge of and access to available resources and opportunities, as well as provide timely and reliable sources of information as students navigate their USD experience. The Torero Hub provides specially trained counselors to assist students with all questions related to financial aid, billing and payment, and registration.

Additionally, students can access many services through their MySanDiego portal. These can be found under Torero Hub and include My Academics, My Financial Aid and My Student Account.

**We're here to help!**

**In-Person:**
UC 126 (Walk-ins welcome)
M, T, W, F 9 am - 4:30 pm
Th 10 am - 4:30 pm

**Phone:**
(619) 260-2700

**Join the Queue:**
Skip the line and join the queue for an in-person meeting or phone call from a member of our team. To schedule an in person or phone appointment, select Counseling Session.

For more information visit our website: https://www.sandiego.edu/torero-hub/

Campus Life

## Torero ID Card

The Campus Card Services Office is responsible for the Torero ID Card, Campus Cash, customer service and maintenance for meal plans and campus locks. The Torero Card is a campus ID card that has a wide range of services: Campus Cash, meal plans, library privileges, athletic center, dining facilities, Student Health Center, Media Center, Residential Life (Door Access), pay-for-printing and copying, Torero Store, U.S. Bank ATM/debit card and some off-campus vendors.

Campus Cash is a prepaid declining balance account managed through your USD ID card and is the key to all your purchases and campus services at USD. Lost or stolen ID cards must be reported immediately to the Campus Card Services Office or campuscard@sandiego.edu. If not reported within 24 hours, you will be responsible for any charges accrued, or loss of funds. Students may also flag their ID cards as lost at Campus Cash. After logging into your account select the 'Report Lost Card' option.

Campus Card Services is located in the University Center, Room 127. The office is open Monday-Friday: 8am - 5pm. For more information, email campuscard@sandiego.edu, call (619) 260-5999, or go to Campus Card.

Campus Life

## Torero Store

The Torero Store stocks all required textbooks (new, used, rental and e-books) and school supplies – order online or in store. In addition, you will find a selection of office supplies, USD clothing and Toreros merchandise and gift items. The campus store also carries computers, tablets, software, tech supplies and accessories. All major credit cards are accepted and you may charge all required course materials to your student account.

The Torero Store is located in the Hahn University Center. For more information, go to USD Torero Store or email: help@usdtorerostores.com

Campus Life

## University Center and Student Life Pavilion

The Hahn University Center and the Student Life Pavilion (UCSLP) function as the focal point of student life on campus and provides Toreros with the experiences, resources and amenities they need to succeed — both in and out of the classroom. Our focus is to provide a heightened sense of community for undergraduate students, graduate and law students, faculty, staff, alumni and visitors through state-of-the-art service, innovative technological resources and first-rate dining and hospitality options. For more information, go to University Centers.

## Hahn University Center

The Hahn University Center (UC) provides facilities and related support services for a wide range of educational and social activities. The Office of the Vice President for Student Affairs, Dean of Students and Student Life offices are located in the UC. Student Affairs has overall responsibility for residential life, student government, student activities and student organizations, multicultural and women's centers, health and wellness, recreation and fitness, student conduct and campus dining and hospitality services.

| | | | |
|---|---|---|---|
| **1st Floor:**<br>• Auxiliary Services<br>• Campus Card Services<br>• Center for Health and Wellness Promotions<br>• Center for Student Success<br>• Commuter Lounge<br>• ITS Help Desk<br>• Office of Ethical Development and Restorative Practices<br>• One Stop Student Center<br>• Outdoor Adventures<br>• Student Computer and Printing Station<br>• Torero Food Pantry<br>• Trio and Student Support Services<br>• US Bank branch | **2nd Floor:**<br>• Frank's Lounge and Blue Spoon<br>• La Gran Terraza restaurant<br>• Office of Student Affairs<br>• O'Toole's Lounge; and the Forum Ballrooms.<br>• Torero Store<br>• Military and Veterans Program<br>• University Centers Scheduling and Operations | | |

## Student Life Pavilion

The Student Life Pavilion (SLP) is an extension of the UC and the first gold LEED building on campus. The SLP features a wide-range of dining options, an organic market and numerous spaces for student government, student activities and student organizations. The first floor offers eleven unique dining options encompassing an array of international cuisine.

- **1st Floor:** Pavilion Dining with 11 unique dining options.
- **2nd Floor:** Tu Mercado grocery store; L'atelier deli; and Nike shop.
- **3rd Floor:** Creative Zone; Student Leadership, Involvement, and Changemaking that brings together Associated Student Governments, Student Organizations and Fraternity and Sorority Life; Mulvaney Center for Community, Awareness and Social Action; and Changemaker Hub.
- **4th Floor:** Graduate and Law Commons; Black Student Resource Center; United Front Multicultural Center; USD TV; USD Radio Station; Vista Newspaper; Women's Commons with Lactation Room; LGBTQ+ Commons, and a Single-Use restroom.

Campus Life

## United Front Multicultural Commons

The United Front Multicultural Commons (UFMC) engages the University of San Diego community in exploring and affirming the unique identity of each person. The UFMC fosters an environment where student leaders feel empowered to become change agents for social justice and builds relationships with faculty, staff, students and community members to develop a foundation that honors and values diversity. The UFMC serves as an educational resource, working to contest the dominance of prejudice and intolerance, and works to enact the values of the University as "a welcoming, inclusive and collaborative community...marked by protection of the rights and dignity of the individual."

The United Front Multicultural Commons supports USD's 18 multicultural student organizations. The UFMC's work focuses on social justice, identity development and student leadership. For more information, go to United Front Multicultural Commons.

Campus Life

## University Copy

USD's full-service copy shop is located in the Maher Annex, on the north perimeter road, behind Maher Hall. We share the building with the Mail Center and Procurement. Output services include printing from digital files, B/W, full color photocopying on a wide variety of paper stock and large format poster printing. Bindery services include coil, tape and comb binding, cutting, folding, perforating, padding, collating, stapling, laminating and shrink wrapping. Notary services are also available by appointment.

All of our current copier papers are recycled and/or SFI-Certified. University Copy hours are 8 a.m.-5 p.m., Monday-Friday. For more information, call (619) 260-4890 or go to University Copy.

Campus Life

## University Ministry

### A Place to Belong, Believe and Become

University Ministry supports all members of the USD community — including people from all faith traditions as well as those still searching for their religious identity — to grow spiritually during their time on campus. Committed to the truth that we are better when we are together in community, all are welcome to participate in the vibrant, inclusive and joyous faith community on campus.

In addition to a variety of retreats, immersion trips, local service opportunities, faith-sharing communities, Masses and other programs, University Ministry helps students ask and answer the big questions of life: What do I believe? Where and when do I experience God most powerfully? Where does my deep gladness meet the world's great hungers? What is my life's purpose? How can I live most joyfully and generously?

All of our activities are designed to empower students, staff, faculty and alumni to:

- build a faith community
- develop a mature faith
- educate and work for justice
- nurture personal development
- cultivate leadership for Church and society
- form Christian conscience

In particular, we invite you to join us for one of our weekly Masses in Founders Chapel. During these vibrant celebrations of our faith the campus community is renewed and refreshed for the on-going work of finding God in the midst of our study, work and play.

For more information, please visit us in Founders Hall 20, call (619) 260-4735 or go to University Ministry.

Campus Life

## The Writing Center

The Jack and Helene Drown Writing Center, administered by the Department of English, offers help to USD students from all disciplines and class levels. The Writing Center is staffed by trained, faculty-recommended peer tutors. Students and tutors work one-on-one in relaxed but structured sessions. The tutoring hour may address any step in the writing process, including understanding a text, brainstorming, expanding or refining ideas and organizing the work. Writing references and computers are available.

The Writing Center is located in Learning Commons, Room 203. Students may make an appointment by calling (619) 260-4581 or emailing writingcenter@sandiego.edu. For the current schedule and additional information go to The Writing Center.

# Graduate Academic Calendar

GRADUATE ACADEMIC CALENDAR

## FALL SEMESTER 2025

| | | |
|---|---|---|
| **August** | | |
| 27 | Wednesday | Final Registration/ Fee Payment Without Penalty |
| 27-28 | Wednesday-Thursday | International Student Orientation Days |
| 28 | Thursday | Late Charges Begin |
| **September** | | |
| 1 | Monday | Labor Day Holiday - No Classes, Offices Closed |
| 3 | Wednesday | Classes Begin |
| 11 | Thursday | Mass of the Holy Spirit |
| 12 | Friday | Last Day to Enroll in Classes and to Drop a Class without a "W" |
| 12 | Friday | Deadline 100 Percent Tuition Refund |
| 19 | Friday | Deadline 90 Percent Tuition Refund |
| 26 | Friday | Deadline 80 Percent Tuition Refund |
| **October** | | |
| 1 | Wednesday | 2026/2027 Free Application for Federal Student Aid (FAFSA),<br>CA Dream Act Application and USD Dream Act Application available |
| 1-29 | Wednesday-Wednesday | Online Class Reservation for Intersession 2026 |
| 1 | Wednesday | Financial Aid Application for Intersession 2026 available |
| 3 | Friday | Deadline 70 Percent Tuition Refund |
| 10 | Friday | Deadline 60 Percent Tuition Refund |
| 10 | Friday | Deadline to petition to graduate for those completing all requirements in Spring 2026 term for a May 31, 2026 degree conferral date. |
| 17 | Friday | Deadline 50 Percent Tuition Refund |
| **November** | | |
| 3 | Monday | Priority Deadline for Intersession 2026 Financial Aid Applications |
| 3 | Monday | Class Reservation Begins for Spring 2026 |
| 3 | Monday | Walk-In Registration Begins for Intersession 2026 at the Torero Hub |
| 11 | Tuesday | Last Day to Withdraw from Classes with a "W" |
| 11 | Tuesday | Deadline for Removal of Incomplete from Prior Semester/Summer Sessions |
| 25 | Tuesday | Deadline for PhD dissertation and Masters thesis oral presentation for those completing all requirements in Fall 2025 (or Intersession 2026) for a January 31, 2026 degree conferral date. |
| 26-28 | Wednesday-Friday | Thanksgiving Holiday - No Classes; Offices Closed Thursday and Friday |
| **December** | | |
| 1 | Monday | Intersession 2026 Tuition/Fee due |
| 12 | Friday | Last Day of Classes |
| 12 | Friday | Mid-Year Graduate Mass, 4:00pm<br>Founders Chapel |
| 12 | Friday | Deadline for on-line submission of PhD dissertation and Masters thesis to Digital USD and ProQuest (Nursing PhD only) and other required documents to Graduate Records Office for a January 31, 2026 degree conferral date. |
| 13-14 | Saturday-Sunday | Study Days |
| 15-19 | Monday-Friday | Final Examinations |
| 19 | Friday | Deadline to petition to graduate for those completing degree requirements in the Summer 2026 term for an August 31, 2026 degree conferral date. |
| Jan. 5, 2026 | Monday | Fall 2025 Final Grades Due |

## INTERSESSION 2026 (OPTIONAL)

| January | | |
|---|---|---|
| 5 | Monday | Fall 2025 Final Grades Due |
| 5 | Monday | First Day of Intersession classes |
| 19 | Monday | Martin Luther King Jr. Holiday (No Classes, Offices Closed) |
| 23 | Friday | Last Day of Intersession Classes |

For specific courses, dates and registration procedures for Intersession visit www.sandiego.edu/sio

## SPRING SEMESTER 2026

| January | | |
|---|---|---|
| 5 | Monday | Fall 2025 Final Grades Due |
| 19 | Monday | Martin Luther King Jr. Holiday (No Classes, Offices Closed) |
| 21 | Wednesday | Final Registration and Final Fee Payment Deadline Without Penalty |
| 22 | Thursday | Late Charges Begin |
| 22-23 | Thursday-Friday | International Student Orientation Days |
| 26 | Monday | Classes Begin |
| **February** | | |
| 4 | Wednesday | Last Day to Enroll in Classes and to Drop a Class without a 'W' |
| 4 | Wednesday | Deadline 100 Percent Tuition Refund |
| 11 | Wednesday | Deadline 90 Percent Tuition Refund |
| 12 | Thursday | All-Faith Service |
| 18 | Wednesday | Deadline 80 Percent Tuition Refund |
| 25 | Wednesday | Deadline 70 Percent Tuition Refund |
| **March** | | |
| 2 | Monday | Financial Aid Applications for Summer 2026 Available |
| 2-26 | Monday-Thursday | Online Class Reservation for Summer Sessions 2026 |
| 4 | Wednesday | Deadline 60 Percent Tuition Refund |
| 11 | Wednesday | Deadline 50 Percent Tuition Refund |
| 30-April 6 | Monday-Monday | Easter/Spring Break (No Classes) |
| **April** | | |
| 1 | Monday | Priority Deadline for Graduate Fall 2026 and Spring 2027 Financial Aid (FAFSA) Applications |
| 1 | Monday | Priority Deadline for Summer 2026 Financial Aid Applications |
| 7 | Tuesday | Last Day to Withdraw from Classes with "W" |
| 7 | Tuesday | Deadline for Removal of Incompletes from Prior Semester and Intersession |
| 8 | Wednesday | Walk-In Registration Begins for Summer Sessions 2026 at the Torero Hub |
| 8 | Wednesday | Class Reservations Begin for Fall 2026 |
| 20 | Monday | Deadline for PhD dissertation and Masters thesis oral presentation for those completing all degree requirements in Spring 2026 term for a May 31, 2026 degree conferral date. |
| **May** | | |
| 1 | Monday | Summer 2026 Tuition/Fee Due |
| 11 | Monday | Deadline for on-line submission of PhD dissertation and Masters thesis to DigitalUSD and ProQuest (Nursing PhD only) and other required documents to Graduate Records Office for a May 31, 2026 degree conferral date. |
| 11 | Monday | Last Day of Classes |
| 12-13 | Tuesday-Wednesday | Study Days |
| 14-20 | Thursday-Wednesday | Final Examinations |
| 20 | Wednesday | Deadline to petition to graduate for those completing degree requirements in the Fall 2026/Intersession 2027 term for a January 31, 2027 degree conferral date. |
| 21 | Thursday | NROTC Commissioning Ceremony |
| 22 | Friday | Graduate Commencement Ceremony. |
| 27 | Wednesday | Spring 2026 Final Grades Due |

| SUMMER 2026 (OPTIONAL) | | |
|---|---|---|
| June, July, August | | |
| June 1 | Monday | First Day of Summer Sessions |
| June 19 | Friday | Juneteenth (Offices Closed, No Classes) |
| July 3 | Friday | July 4th Independence Day Holiday Observed (No Classes, Offices Closed) |
| July 24 | Friday | Deadline for PhD dissertation and Masters Thesis oral presentation for those completing degree requirements in the Summer 2026 term for an August 31, 2026 degree date. |
| August 7 | Friday | Deadline for on-line submission of PhD dissertations, DNP Portfolios and Masters thesis to Digital USD and ProQuest (Nursing PhD only) and other documents, to Graduate Records Office for August 31, 2026 degree date. |
| Aug. 21 | Friday | Last Day of Summer Sessions |

1. Please send any corrections to the Office of the Registrar at registrar@sandiego.edu.
2. For specific courses, dates and registration procedures for Summer Sessions visit www.sandiego.edu/sio.
3. For archived, proposed and law school calendars, please visit the Provost Office website.

# Admissions

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 bachelor's degree and master's degree. Selection for admission to a USD graduate program is competitive and 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 review the departmental sections of this course catalog and website for special requirements such as special application deadlines, minimum GPA, standardized tests, required prerequisite courses or credentials and other requirements specific to the program.

## Procedure

Application for admission should be made online at the University of San Diego's Office of Graduate Admission website. Supporting documentation, such as official transcripts, must be sent electronically to grads@sandiego.edu or mailed to:

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

## Application Filing Dates for Admission

University of San Diego application deadlines vary by program and are subject to change. In addition, programs may offer more than one entry term. Please refer to the department or department website of the program to which you are applying for the appropriate application deadline and/or entry term.

Some programs offer priority and final application deadlines. Applications that are received by the departments 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 Admission by the final filing date.

### USD Financial Aid Deadline*: April 1

(All deadlines are subject to change. Please refer to program website for further information.)

*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 financial aid application documents on file and be accepted to the program no later than Aug. 1.

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

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

1. The Application for Admission.
2. The stipulated application fee. This is a nonrefundable fee and is subject to change. International students must pay in United States currency.
3. An official transcript from the university where you earned your undergraduate (bachelor's) degree. If you are a doctoral applicant, you are also required to submit an official transcript from the university where you earned your graduate (master's) degree. Transcripts that do not bear the registrar's signature and/or the institution's seal are not official and are, therefore, unacceptable. Foreign educated applicants submit a course-by-course transcript evaluation performed by an independent credential evaluation service such as World Education Services (WES) or Education Credential Evaluators (ECE). A list of approved transcript evaluation agencies can be found on the Graduate Admission website.
4. Two-Three letters of recommendation (if required by program) preferably submitted through the online application, 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. Recommendations must be submitted in English.
5. Current résumé.
6. Personal statement or research interest statement. Certain programs require multiple statements. Please refer to the departmental website for more detailed information.
7. 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, available test dates and additional information for these tests can be found through the testing service Web sites. USD's Institution Code number for ETS exams is 4849 and the institution code for Pearson is 29B-Q2-68; these numbers 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. International applicants are required to have course-by-course transcript evaluations performed by an approved independent credential evaluation service. Please see the Office of Graduate Admission website for a list of approved independent evaluators.

Students from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Duolingo Exam.

Test of English as a Foreign Language (TOEFL)
www.toefl.org

International English Language Testing System (IELTS)
www.ielts.org

Duolingo
www.duolingo.com

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 Form 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, Saints Tekakwitha & Serra Hall, Room 201.

*All F-1 and J-1 student visa holders are expected to enroll full-time, attend all classes on a regular basis, and expect to make satisfactory academic progress to complete the degree on time.*

## 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 pce.sandiego.edu/english-language-academy/ 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), receive a minimum IELTS overall band score of 7.0, or receive a 120 on the traditional Duolingo exam.

The Knauss School of Business graduate programs require a minimum score of 92 on the Internet-based exam. The minimum score required on the International English Language Testing System (IELTS) is an overall band score of 7.0. Individual degree programs may require a higher minimum score.

The Kroc School of Peace Studies requires a minimum of 90 on the Internet-based exam, with at least a 20 for Speaking and a 17 for Writing. The minimum score required on the International English Testing System (IELTS) is an overall band score of 7, with at least 7 for Listening and at least 7.5 for Speaking.

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. The IELTS is jointly managed by British Council, IDP: IELTS Australia and the University of Cambridge ESOL Examinations (Cambridge ESOL) and delivered through more than 800 locations in over 130 countries. Information about the Duolingo exam may be found at www.duolingo.com.

## Non-Degree Students

Any interested individual holding a bachelor's degree from an approved and accredited institution may apply through the Open Campus process to take graduate coursework on a non-degree basis. All students applying though Open Campus need approval from the appropriate Graduate Director and Dean's Office. After the student receives approval, the student will complete the Open Campus application process, which includes submitting official transcripts of all attempted college work. Please note that the Knauss School of Business restricts non-degree access to courses to students already enrolled and in good standing in graduate programs at USD or other accredited and approved institutions.

Students may take a maximum of 18 units per semester. However, typically only a maximum of 6 units may be eligible to apply to a USD graduate degree. Some, but not all, departments will consider allowing a student to take courses through Open Campus while completing the program application process. Admission and enrollment as an Open Campus student does not obligate the department to admit an otherwise unqualified applicant. Financial aid is not available to Open Campus non-degree students.

## Admission to Dual-Degree Programs

Students desiring to pursue two degrees in one of USD's dual-degree programs must be admitted separately to each of the two programs involved. Current admission requirements and procedures for the College of Arts and Sciences and the Knauss Schools of Business are included in this course catalog. 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.

Please Note: USD policy prohibits concurrent enrollment in more than one graduate and/or doctoral program unless they are part of a formalized dual degree program.

## 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 Admission 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 course catalog in effect at that time; the applicant will be informed of the committee's decision at the appropriate time.

# Tuition and Fees

## 2025-2026 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 Student Accounts or make inquiries at Torero Hub, Hahn University Center, Room 126, prior to the registration/fee payment date. Tuition and fees listed here are for the fall and spring terms of the academic year 2025-2026; amounts for the 2026-2027 academic year have not been determined as of the date of publication.

| | |
|---|---|
| **Application Fee (Non-refundable, payable with application)** | |
| Knauss School of Business Programs | $125 |
| All Other Programs | $45 |
| **Admission Deposit (Non-refundable, credited to the student's tuition)** | |
| Master's degree, Credential or Special Applicant | $50 and up |
| **College of Arts and Sciences** | |
| MA in International Relations | $200 |
| MS in Marine Science | $100 |
| MFA in Dramatic Arts | Waived |
| **Knauss School of Business** | |
| MS in Business Administration | $500 |
| MS in Real Estate | $500 |
| MS in Supply Chain Management | $500 |
| MS in Accountancy | $500 |
| MS in Finance | $500 |
| MS in Taxation | $500 |
| MS in Business Analytics | $500 |
| **Hahn School of Nursing and Health Science** | |
| Master's Entry Program in Nursing (MEPN) | $1,000 |
| MS in Nursing | $500 |
| MS in Health Care Informatics | $546 |
| MS in Health Care Informatics Online | $298.50 |
| MS in Nursing Leadership | $298.50 |
| PhD in Nursing | $500 |
| Post-Master's Certificate | $500 |
| Doctor of Nursing Practices (DNP) | $500 |
| Dual Degree Programs | $500 |
| **School of Leadership and Education Sciences** | |
| MS in Nonprofit Leadership and Management Online | $264 |
| MA Education Online | $220.50 |
| EdD in Organizational Leadership | $500 |
| PhD Leadership Studies | $500 |
| PhD in Education for Social Justice | $500 |
| All Other Programs | $200 |
| **Joan B. Kroc School of Peace Studies** | |
| MA in Peace and Justice | $200 |
| MS in Conflict Management and Resolution | $200 |
| MS in Humanitarian Action Online | $213 |
| MA in Social Innovation | $200 |
| **Shiley-Marcos School of Engineering** | |
| MS in Applied Artificial Intelligence | $289.50 |
| MS in Applied Data Science | $289.50 |
| MS in Cyber Security Engineering | $387.00 |
| MS in Engineering Management & Leadership | $277.50 |
| MS in Engineering, Sustainability, and Health | $289.50 |
| **Professional and Continuing Education** | |
| MS in Information Technology Leadership | $277.50 |
| MS in Law Enforcement and Public Safety Leadership | $203.70 |
| MS in Learning Design and Technology | $220.50 |
| MS in Cyber Security Operations and Leadership | $298.50 |
| **Franciscan School of Theology** | |
| Master of Theological Studies | $240 |

*Prices subject to change without notice.*

## Tuition, 2025-2026

| | |
|---|---|
| **College of Arts and Sciences** | |
| Master's students | $1,555 |
| **Hahn School of Nursing and Health Sciences** | |
| Master's students | $1,820 |
| Doctoral students | $1,875 |
| **Joan B. Kroc School of Peace Studies** | |
| Master's students | $1,296 |
| **Knauss School of Business** | |
| Master's students | $1,725 |
| MBA Program | $1,725 |
| **School of Leadership and Education Sciences** | |
| Master's students | $1,700 |
| Doctoral students | $1,748 |
| **Shiley-Marcos School of Engineering** | $1,290 |

*Auditing is $160 per credit hour. This charge is in addition to tuition and fees charged for non-audited courses.*

## Special Fees

| | |
|---|---|
| Health Insurance: Full-time on-campus students, per semester | $1,999* (cost not negotiated for 25/26 at time of publication) |
| Student Wellness Fee, per semester | $170 |
| Facility Fee: Wellness Center, per semester | $150 |
| Graduate Student Association (GSA) Fees, per semester | |
| 0-3 units | $22 |
| 3.5-6.5 units | $42 |
| More than 6.5 units | $64 |
| Summer/Intersession | $2/unit |
| Student Life Pavilion Fee, per semester | $35 |
| Written Official Transcript Fee | $10 |
| Student Wellness Fee, summer session | $76 |
| Facility Fee: Wellness Center, summer session | $75 |



## Registration, Statement of Student Responsibility 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. Each student is financially responsible for payment of fees and charges assessed to their student account. Students receive bill notification electronically via their USD e-mail address. Payment of fees is due by the specified published due dates. Accounts must be kept current in order to maintain enrollment eligibility and receipt of official University documents and services. 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 charges, cancellation of course enrollment and housing assignment and the application of holds preventing registration privileges. In addition, delinquent student accounts may be referred to an external agency for collection. 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 the current Graduate Academic Calendar for specific dates). A monthly interest late payment penalty of .833% will be imposed on all students who do not complete fee payment by the deadline in the Graduate Academic Calendar. The monthly percentage of .833 is calculated by dividing the 10% APR by 12 months. Students who have an unpaid account may not register for subsequent semesters; receive grades or their diplomas. 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 monthly interest late fee, 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.

Note: Students on the monthly installment plan: Installment payments must be current throughout the contract life;if not current, the university reserves the right to cancel current and future class reservation and room and meal plan arrangements. If scheduled installment payments are not current by the assigned registration/fee payment days, a $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 website 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 (my.sandiego.edu). Students may also pay the required tuition, fees and room and meal plan at the Torero Hub, 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 or campus based loans, grants or scholarships, please ensure you have met all of the requirements of the award. You may check the requirements by logging on the MySanDiego portal and clicking on the One Stop Services tab. Failure to do so will subject the student to incur monthly interest late charges.

Please read the Intersession and Summer Sessions Course Catalogs (available online) for specific information regarding the registration or fee payment procedure for those academic periods.

### USD Monthly Tuition Payment Plan

USD offers a monthly payment plan to allow payment in four or five installments per semester, subject to adjustments based on actual expenses. Eligibility is subject to verification for students with prior contract plans. The monthly payment plan operates according to the following guidelines:

**Eligibility**
To be eligible, the student's account must be current, with all prior semester charges paid.

**Signing Up**
To sign up, log in to your MySanDiego portal account and click on the My Student Account menu option under the Torero Hub tab. Tuition and fees must already be billed to enroll online.

**Processing Fee**
A $50 processing fee is charged per semester upon enrollment and is nonrefundable.

**Payment Plan Options**

- The Five-Month Payment Plan requires the first payment by August 1 for Fall and January 1 for Spring, with payments due on the first day of each of the following four months.
- The Four-Month Payment Plan requires the first payment by the semester due date, with payments due on the first day of the following three months. For Fall, payments begin October 1, and for Spring, they begin March 1.

**Adjustments**
Adjustments to remaining contract payments will be made as charges or credits occur. Charges for fines, citations, or non-contractual fees are payable immediately and are not deferred over the remaining payment period.

**Payment Terms**
This is an interest-free program. However, payments must be current. If payments are delinquent, your account may be removed from the payment plan and interest may be applied to the outstanding balance.

**Cancellation and Late Fees**
Failure to maintain the payment plan may result in the cancellation of the student's classes, room, and meal plan. A $150 late fee may apply for payments received after the due date.

**Contract Default**
In the event of a contract default, USD may refuse the student or contract buyer a subsequent monthly payment plan.

**Refunds and Restrictions**
Tuition payments are refundable in accordance with the University's published refund policy. Please consult the Undergraduate or Graduate Academic Course Catalog.

Monthly payment plans are not available for Intersession and Study Abroad Programs.

**Changes to Terms**
The University reserves the right to change the terms of the monthly payment plan, including the enrollment fee and number of payments, prior to the start of any given semester.

**Additional Information**
For more information, please visit the USD Torero Hub.

**Contact Information**
If you have questions, contact USD Student Accounts at studentaccounts@sandiego.edu or (619) 260-4561.

### Refund Policy

1. Fees and deposits are not refundable.
2. Tuition is fully or partially refundable only when a student officially withdraws during the published refund withdrawal schedule.
3. 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.
4. To receive a 100% refund, student must officially withdraw or drop course(s) by the 8th day of classes for the regular academic semester.
5. Please refer to the academic calendar through the MySanDiego portal for specific dates and future changes to the "Refund Schedule." Updates to the "Refund Schedule" will be made prior to the first day of semester classes and without written notice (see the current Graduate Academic Calendar).
6. The tuition refund policy for Intersession and Summer Sessions is published in the appropriate course catalog because the sessions differ in length.
7. A student receiving financial aid should consult the Torero Hub for refund policies regarding his or her financial aid funds.

For more details please contact the Torero Hub, Hahn University Center, Room 126, (619) 260-2700.

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

# Financial Aid

Each student must complete a Financial Aid Application:

- US Citizens and eligible non-citizens must complete the Free Application for Federal Student Aid (FAFSA) available at https://studentaid.gov/h/apply-for-aid/fafsa.
- Students without legal immigration status who meet California AB540 criteria must submit the California Dream Act Application available at https://dream.csac.ca.gov/landing.
- Students without legal immigration status who are from outside of California must submit the USD Dream Act Application available at https://www.sandiego.edu/one-stop/forms/financial-aid.php.

## 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" (e.g. not admitted to a degree, certificate or credential program) are not eligible for financial aid.
2. The student must not be in default on any federal loan(s) or owe a refund on any federal grant(s).
3. Most programs administered by the USD Office of Financial Aid are based on financial need.
4. Most funds are available only to eligible students enrolled on at least a half-time basis (4.5 units for master's students, three units for doctoral students) who are pursuing a degree, credential, or certificate.

5. Financial Aid Applications must be submitted using the links above. Additional forms, applications and informational guides are all available on the Office of Financial Aid website.

### Programs

USD Graduate Grant

Applications for graduate grants far exceed funds available; therefore, priority for the USD Graduate Grant 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 six units each semester to be considered for a USD Graduate Grant.

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 Direct Loans

Federal Direct Unsubsidized Loans are available to help meet educational expenses. A graduate student pursuing a degree at USD ("Special Students" excluded) may apply for up to $20,500.00 per year in a Federal Direct Unsubsidized Stafford Loan. The Federal Direct Unsubsidized Stafford Loan is available to all eligible graduate students who are enrolled at least half-time and are not in default on any federal loans or owe a repayment on any federal grants. Interest on this loan will accrue while the student is in attendance. New borrowers will need to complete the Application, Master Promissory Note (MPN), and Graduate Entrance Loan Counseling no later than early July prior to the start of the fall semester. For more details on the Federal Direct Loan Programs, go to the Federal Student Aid website or contact the USD Torero Hub or the Office of Financial Aid.

Federal Direct Graduate PLUS Loans are available to all graduate or professional degree students enrolled at least half-time at an eligible institution leading to a degree or certificate. A credit check will be performed during the application process. If you have an adverse credit history, you may still receive a Federal Direct Grad PLUS loan by obtaining an endorser who does not have an adverse credit history or documenting to the U.S. Department of Education's satisfaction extenuating circumstances relating to your adverse credit history.

## 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.

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 BA or BS 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 with the USD Student Employment Center.

## F. Veterans Assistance

Eligible veterans and dependents interested in applying for VA benefits should contact The Veterans Compliance Coordinator at the Military and Veterans Program, University Center, Room 225.

# Graduate Degrees and Requirements

Through its six major academic divisions, the University of San Diego offers more than 40 graduate programs, five doctoral degrees, the JD, and five LLM degrees. Several of these degrees offer a choice of areas of specialization. This is the List of Degrees currently offered. Detailed information about these degrees is available through this catalog and the School of Law.

Because of the variety of programs offered, there are many different deadlines associated with our graduate programs. In some cases, programs offer entry during the summer, spring, and fall terms, while others only fall, intersession, or summer entry. *Please consult with the program website, admissions information page or the graduate catalog for the deadlines associated with your program.*

## 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 catalog 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.

## Responsibility of Students

Students enrolled at USD are responsible for adhering to all regulations, schedules, and deadlines outlined in this course catalog 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.

## Completion of Degree Requirements —The Petition to Graduate

In order to be cleared for degree completion, students must file a Petition to Graduate with the Graduate Records Office by the deadlines outlined in the Academic Calendar in the front of this course catalog. There are three graduation dates: January 31, May and August 31. The effective degree date for students who complete their program requirements by the posted deadline for the Fall semester and Intersession will be January 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 August 31. Deadlines for defense and submission of theses and dissertations are also listed in the current Graduate 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 nine 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 Torero Hub 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 current Graduate Academic Calendar.

## Posthumous Degree Policy

A student may be considered a candidate for a posthumous degree/honorary class membership when the following requirements are met. Posthumous degrees/honorary class membership may be awarded at the undergraduate and graduate level.

Requirements for Nomination:

1. A student must have been in good standing with the University of San Diego at the time of death. Good standing is defined as not having any of the following statuses: academic probation, academic disqualification, disciplinary suspension, or expulsion.

2. The student must have been a current student at the time of death:

1. a. enrolled in the current required term of a degree program if the program is in session; or
2. b. enrolled in the most recent required term of a degree program if the program is not in session; or
3. c. on an approved leave of absence.

3. Typically, a student should have completed at least 75% of degree requirements.

4. Eligible students who do not meet this requirement (specified in 3.) are eligible for honorary membership in their projected graduating class.

5. The department chair or program director and the dean of the School or College in which the student was enrolled must recommend the awarding of a posthumous degree/honorary class membership.

**Nomination/Approval Process:**

1. Any USD student, faculty or staff member, or family member can suggest a candidate be considered for a posthumous degree/honorary class membership. This request must be made in writing to the Vice President and Provost for Academic Affairs (Provost). The Provost will notify the Dean of Students of any requests received.

2. The Provost (or his/her designee) will take appropriate steps to verify whether the student meets the eligibility requirements described above to be considered for a posthumous degree/honorary class membership. The Provost will notify the department chair/program director and the dean of the School or College in which the student was enrolled, and the Dean of Students, of the student's nomination for the posthumous degree/honorary class membership.

3. The department chair or program director and dean of the School or College in which the student was enrolled makes the formal recommendation of the candidate for a posthumous degree/honorary class membership in the form of a written request to the Provost. The request must include the name of the student, the degree/program/honorary class membership to be awarded, and the recommended semester for degree/honorary class membership conferral.

4. If approved by the Provost:

1. a. The Provost will notify appropriate university personnel (e.g., the Registrar, commencement coordinator, and the Dean of Students).
2. b. The Dean of Students will inform the immediate family of the university's decision and desire to recognize the student (this process will be kept confidential until and unless approved at all levels). If the family desires to represent the student and receive the diploma at a commencement ceremony, this must be relayed to the commencement coordinator for planning purposes. If the family does not wish to attend the commencement ceremony, the diploma will be mailed to the requested address.

5. A posthumous degree/honorary class membership notation will be printed next to the student's name in the commencement program. If the family chooses not to participate, this award will still be read during the ceremony unless explicitly requested otherwise by the family. Example: Jane M. Doe – Awarded Posthumously / Jane M. Doe – Honorary Class Member

## 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 Office of the Registrar. For instructions and fee information, go to Transcripts.

Degree Works (DW) is a list of requirements for each student's field of study and the courses that have been taken to meet these 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 Works audit by logging onto the MySanDiego portal and going to the My Academics page, under Degree Works. If a student requires changes to their degree audit, their academic advisor or department chair may email dars@sandiego.edu to request any changes.

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, chair/director, 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. January 31 and August 31) and only after final requirements have been submitted.

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

For more information, go to Torero Hub.

## General Requirements for the Doctoral Degree

Please see individual program descriptions for additional requirements.

## Unit Requirements

Doctoral programs offered at the University of San Diego vary in length. The requirements build upon professional experience and prior academic work done at the master's or bachelor's level. The School of Leadership and Education Sciences offers three doctoral degrees. The Doctor of Philosophy degree in Leadership Studies and the Doctor of Education in Organizational Leadership are housed in the Department of Leadership Studies and the Doctor of Philosophy in Education for Social Justice is housed in the Department of Learning and Teaching. The 57-unit PhD in Leadership Studies requires the successful completion of a dissertation and allows students to develop their chosen career goals. The 48-unit EdD in Organizational Leadership is a rigorous and comprehensive practitioner-scholar program which culminates in a dissertation and presentation of findings to the academic and professional community. Courses are offered synchronously online, with minor asynchronous components. The 54-unit PhD in Education for Social Justice is a fully online professional program. Candidates for the PhD in Education for Social Justice are expected to complete a dissertation. The PhD in Nursing at the Hahn School of Nursing and Health Science prepares nurse scientists for a career in research and scholarship discovery (minimum 48 units).

DNP programs offered at the Hahn School of Nursing vary in length. The Post-MSN DNP Doctor of Nursing Practice (DNP) is designed to prepare clinical leaders in the nursing profession who have expertise in advanced nursing specialties (32 units). The Post-BSN DNP program is designed for bachelor's prepared registered nurses offering preparation as nurse practitioners and clinical nurse specialists, the program ranges from 77-82 units.

## 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 meet 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 DNP program must complete an evidence-based practice clinical project. Specific dissertation requirements are set out in the program descriptions in this course catalog and in the Doctoral Handbook of each School. Deadlines for the defense and submission of the dissertation are included in the current Graduate Academic Calendar.

After completing all coursework and the required nine units of dissertation credit, students must continue to register for dissertation credit 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 dissertations are listed in the current Graduate Academic Calendar. Online procedures for the electronic submission of theses and dissertations can be found at Thesis and Dissertation. Please consult with your dissertation chair for guidance. Students who fail to submit their 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.



## General Requirements for the Master's Degree

Please see individual 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 Master of Business Administration (International Business tract) 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 course catalog 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. Online procedures for the electronic submission of thesis and dissertations can be found at Thesis and Dissertation. Please consult with your dissertation chair for guidance.

The deadlines for submitting the approved and final copies of the thesis are listed in the current Graduate Academic Calendar at the beginning of this course catalog. Students who fail to submit the thesis by the published deadline will not be eligible for graduation in that 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).



# Graduate Academic Certificates

Graduate academic certificate programs offer students an opportunity to take a group of classes with a particular theme or focus and have their transcript reflect the completion of that certificate. With the exception of the Paralegal Certificate program, completion of a bachelor's degree from an accredited institution is required prior to enrollment in the graduate certificate program. Certificate programs require at least 9 units at the graduate level, and students must maintain a minimum GPA of 3.0 (2.0 in the Paralegal Certificate program) with grades of C- or better in all courses. Courses may not be taken Pass/Fail unless the course is only offered on a Pass/Fail basis. At least 50% of the minimum units required for the certificate must be completed at USD. Courses may be applied to the requirements of both a graduate certificate and a graduate degree program. This provision also applies to courses completed as part of a certificate program prior to enrolling in a graduate degree program. Courses may not be applied to the requirements for more than one graduate certificate. The certificate will appear on the transcript only. No physical certificate will be provided by the university, though individual programs may provide physical certificates at their discretion. Normally, the certificate will be awarded at the time of graduation, but the certificate may be awarded prior to graduation at the discretion of the program offering the certificate. If a student has not completed all the certificate requirements at the time of graduation and does so at a later date, the certificate will be awarded when those requirements have been completed.



# Graduate Degrees

## College of Arts and Sciences

- MA in International Relations
- MFA in Acting, Shiley Graduate Theatre Program
- MS in Environmental and Ocean Sciences

## Knauss School of Business

- Master of Business Administration (MBA)
- MS in Accountancy
- MS in Taxation
- MS in Business Analytics
- MS in Finance
- MS in Global Leadership
- MS in Real Estate
- MS in Supply Chain Management

### Dual Degree Programs

- Master of Business Administration and Juris Doctor (MBA/JD)
- MBA/MS in Real Estate
- MBA/MS in Finance
- MBA/MS in Business Analytics
- MBA/MS in Supply Chain Management
- MSF/MS in Business Analytics
- MS in Real Estate and Juris Doctor (MSRE/JD)

### International Double Degree Programs

University of San Diego with Otto Beisheim School of Management (WHU)

USD: MBA
WHU: MBA

University of San Diego with International Real Estate Business School (IRE/BS) Universität Regensburg

USD: MS in Real Estate
IRE/BS: MS in Real Estate

## School of Leadership and Education Sciences

- PhD in Leadership Studies
- PhD in Education for Social Justice
- EdD in Organizational Leadership
- EdS Education for Social Justice
- MA Counseling, School Counseling
- MA Counseling, Clinical Mental Health Counseling
- MA Counseling, School Based Clinical Counseling
- MA in Marital and Family Therapy
- MA in Leadership Studies
- MA in Nonprofit Leadership and Management (Online)
- MA in Restorative Justice Facilitation and Leadership
- MEd in Curriculum and Instruction, with credential eligibility
- MEd in Curriculum and Instruction (Online)
- MEd in Curriculum and Instruction, Academy of Catholic Teaching
- TESOL Certificate

- Arts and Culture Leadership Certificate
- Certificate in International School Counseling
- Restorative Justice Facilitation and Leadership Certificate
- Interdisciplinary Certificate in Trauma Awareness
- Leadership Coaching Certificate

### Shiley-Marcos School of Engineering

- MS in Applied Artificial Intelligence
- MS in Applied Data Science
- MS in Cyber Security Engineering
- MS in Engineering, Sustainability and Health
- MS in Engineering Management and Leadership

## Hahn School of Nursing and Health Science

- Doctor of Philosophy in Nursing (PhD)
- Doctor of Nursing Practice (DNP)
- Master's Entry Program in Nursing (for Non-RNs)
- MS in Nursing/Adult-Gerontology Clinical Nurse Specialist
- MS in Nursing/Family Nurse Practitioner
- MS in Nursing/Dual Adult Gerontology/Family Nurse Practitioner
- MS in Nursing/Dual Pediatric/Family Nurse Practitioner
- MS in Nursing/Psychiatric-Mental Health Nurse Practitioner
- MS in Nursing/Nursing Leadership
- MS in Health Care Informatics
- Post-Graduate Certificate in Adult Gerontology Clinical Nurse Specialist
- Family Nurse Practitioner Graduate Certificate
- Psychiatric Mental Health Nurse Practitioner Graduate Certificate

## Joan B. Kroc School of Peace Studies

- MA in Peace and Justice
- MA in Social Innovation
- MS in Conflict Management and Resolution
- MS in Humanitarian Action
- JD/MA in Peace and Justice Dual Degree
- Graduate Certificate in Mediation and Conflict Resolution

## Professional and Continuing Education

- MS in Cyber Security Operations and Leadership
- MS in Law Enforcement and Public Safety Leadership
- MS in Learning Design and Technology
- MS in Information Technology Leadership



## 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 four units may be transferred from another college or university to USD if a student is not concurrently enrolled at USD.

### 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 of the session (i.e., four 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 must register and pay for their remaining classes by May 1, and take all their remaining courses in USD's Summer Sessions. Withdrawing from summer course(s) after having participated in the commencement ceremony will result in being charged a forfeit fee equal to 100% of the tuition charges for the enrolled summer classes. The summer sessions class schedule may be obtained on the Portal, or at the Summer and Intersession Office, Alcalá Park West - Avilá Ste. A.

For detailed information go go the Summer and Intersession website.

# 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 for 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:

1. unauthorized assistance on an examination;
2. falsification or invention of data;
3. unauthorized collaboration on an academic exercise;
4. plagiarism;
5. misappropriation of research materials;
6. any unauthorized access to an instructor's files or computer account; or
7. 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, academic deans and in the USD Policies and Procedures Manual. Instructors also explain other specific expectations regarding academic integrity in their classes.

In the event the Hearing Committee determines that expulsion or rescission of a degree is the appropriate sanction, or in the event of two dissenting votes on the Hearing Committee, the person who is adversely affected by the Hearing Committee's decision may appeal that decision to the Provost, who may finally determine the matter in the exercise of sound discretion.

## 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 below "C-" is not acceptable and the course(s) in which the grade was earned will not count toward the graduate degree (see Repetition of Courses). 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:

| GRADE | % |
|---|---|
| A | 4.00 |
| A- | 3.67 |
| B+ | 3.33 |
| B | 3.00 |
| 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;
- 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 MBA program). 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 that is defined as unacceptable in a specific course or program may also repeat that course 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** | |
| MA, MFA, MS | 3.0 |
| **Joan B. Kroc School of Peace Studies** | |
| MA, MS, JD/MA | 3.0 |
| **Hahn School of Nursing and Health Science** | |
| MS, MSN, DNP, PhD | 3.0 |
| **Professional and Continuing Education** | |
| MS | 3.0 |
| **Knauss School of Business** | |
| IMBA, MBA, MS | 3.0 |
| **School of Leadership and Education Services** | |
| Credentials, MA, MEd, PhD, EdD | 3.0 |
| **Shiley-Marcos School of Engineering** | |
| MS | 3.0 |

Any student who has completed at least six 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 six 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.

### Grade Grievance Procedures

The instructor's/professor's judgment is presumed to be correct. Therefore, the burden of qualifying a grievance rests with the student. Thus, at every level in the proposed grievance procedures this "presumption" should be understood by all participants.

It is assumed that grievances will be resolved by the instructor and student.

Grading criteria, requirements, content, etc. are established by the instructor. The presumption is that students have been given ample opportunity for clarification of class requirements at the beginning of a given course.

The procedure for a grade grievance is as follows:

1. Initial grade grievance must be addressed to the instructor in the course.
2. In those rare instances when no agreement is reached in number 1 (above), the student may seek advice from the department chair.
3. If the matter is not satisfactorily settled at number 2 (above), the student then may meet with the dean. If the dean believes the grade grievance may have merit, then the dean will refer the matter to the appropriate standing faculty committee; otherwise the dean will dismiss the grievance.
4. The committee will hear the student's grievance and make its recommendations to the parties involved. At every level in this grievance procedure, the instructor must be apprised of the situation.
5. If the committee finds that there is insufficient evidence to support the grade grievance, then it will so inform all involved parties and dismiss the grievance. If the committee finds the grade grievance has merit, it will so inform all involved parties and recommend that the faculty member reconsider the grade. Should the faculty member refuse to change the grade, then the Dean, in consultation with the department chair, will work to assign an appropriate course grade.

### Applicability of New Academic Requirements

Changes in academic requirements subsequent to publication of this course catalog 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.



## Change of Graduate Program or Emphasis

Students who are currently enrolled in a graduate program and 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.

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

Students must submit a Petition for Change of Graduate Program or Emphasis (available on the Graduate Records Office website and at 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.

# Credit Hour Policy

**USD Credit Hour Policy**

As required by the Department of Education (DoE) and WASC Senior Colleges and Universities Commission (WSCUC), our regional accreditors, the University of San Diego has developed its own written credit hour policy and ensures that its academic programs meet these institutional requirements.

The DoE and WSCUC provide equivalent definitions of a credit hour:

**Credit Hour:** Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than – (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

--Federal Regulations, 34CFR 668.8(k) and (l)

--WSCUC, Credit Hour Policy

The University accepts this credit hour definition and further meets three requirements for this policy by our WSCUC accreditors:

1. Adopt a credit hour policy for all academic courses and programs.
2. Assure effectiveness of the periodic review processes for determining accuracy and reliability in the assignment and application of the credit hour policy.
3. Account for variations in the assignment of credit hours to assure that they conform to commonly accepted practices by the standards and principles of academic disciplines responsible for assigning credit.

Recent interpretations from federal and regional authorities indicate greater flexibility should be provided to institutions in determining whether learning standards are met that are not solely based on clock hours. This document provides an articulation of the USD Credit Hour Policy, supporting context from the Carnegie Foundation on the Carnegie unit, the supporting contexts from the DoE and WSCUC, and the changing context for USD's traditions of credit hour applications.

**USD Credit Hour Policy - Adopted by USD Senate on 2/08/2018**

Standard Undergraduate Courses

One unit of credit is assigned to one hour (55 minutes) of classroom time with a minimum of two hours of out-of-classroom time spent preparing for class, studying, doing homework or research per week, or an established equivalency that reasonably approximates this same amount of work, throughout one semester of approximately 14 weeks in length. Equivalencies should be established for standard undergraduate courses by adhering to the standards within the disciplines that offer such courses. In the case of the undergraduate core curriculum, equivalencies will be monitored through the assessment of core learning outcomes for achievement levels shared by several disciplines.

Standard Graduate Courses

One unit of credit is assigned to one hour (55 minutes) of classroom time with a minimum of two/three hours of out-of-classroom time spent preparing for class, studying, doing homework or research per week, or completing an established equivalency that reasonably approximates this same amount of work, throughout one semester of approximately 14 weeks in length. Equivalencies should be established for standard graduate courses by adhering to the standards within the disciplines that offer such courses.

Standard Law Courses

One unit of credit is assigned to one hour (50 minutes) of classroom time with a minimum of three hours of out-of-classroom time spent preparing for class, studying, doing homework or research per week, or an established equivalency that reasonably approximates this same amount of work, throughout one semester of approximately 14 weeks in length. Equivalencies should be established for standard law courses by adhering to the standards within the legal discipline that offer such courses.

Other Academic Activities (e.g. labs, internships, studio, hybrid, or online) One unit of credit is assigned to three hours of student work per week throughout one semester of approximately 14 weeks in length or approximately 40 hours of work, or an established equivalency to be determined by the department offering the course that reasonably approximates this same amount of work.

Periodic Review of Standard Courses and Other Academic Activities

As stated above, departments will establish and assess credit hours and their reasonable equivalencies for their curriculum. The Core Curriculum Committee will be accountable for the core curriculum. For quality assurance, the Vice President of Institutional Effectiveness and Strategic Initiatives will periodically review departmental or core curricular assessments for student workload in standard courses and other academic activities.

**Carnegie Foundation Context**

In January 2015, the Carnegie Foundation for the Advancement of Teaching issued a report entitled, The Carnegie Unit: A Century-old Standard in a Changing Education Landscape. In this report, the authors acknowledged that the clock-hour "in-seat" time as the defining feature of the standard (not labs, internships, etc.) credit hour is a very weak measure of student learning. Critics of the standard unit of time argue that program requirements should be based on standards met for student learning, rather than "seat-time" requirements. Current curricular development proponents recognize the need for "greater transparency and flexible educational designs," and that many of the most innovative represent direct challenges to the Carnegie Unit.

The authors of The Carnegie Unit make the following claims: 1) the Carnegie Unit in terms of seat-time was never intended as a standard measure of student learning; 2) studies underway must empirically test variability in delivery and curricular structure, and outcomes-based models vs in-seat time; 3) the DoE and regional accreditors have already begun permitting flexible interpretations of the in-seat time "equivalents." University of San Diego's credit hour policy should reflect greater flexibility in accepting curricular variation, recognizing that such variations may happen for a variety of reasons, including disciplinary differences, innovative curricular practices, and changing delivery methods. However, USD should strive to establish clarity regarding equivalencies through assessment and other evidence-based processes.

**Department of Education (DoE) Context**

On October 29, 2010, the Department of Education issued new federal regulations regarding the definition and assignment of credit hours (ref. 75 FR 66832). Regulatory commissions use credit hours to determine the eligibility of the institution and its educational programs for participation in federal programs.

Following the issuance of new regulations, March 18, 2011, the DoE circulated a memo, dated March 18, 2011, from the Office of Postsecondary Education whose purpose was to provide "guidance to institutions and accrediting agencies regarding a credit hour as defined in the final [2010] regulations." The issuance of new regulations was the DoE's response to the increasing call for flexibility in interpreting the credit hour.

According to the DoE, a credit hour is an institutionally established equivalency that **reasonably approximates** some minimum amount of student work reflective of **the amount of work expected in a Carnegie unit** (one hour of classroom or direct faculty instruction and minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester).

The federal credit-hour definition does **not** dictate particular amounts of classroom time versus out-of-class student work (there is no requirement that a 3-semester hour course meet 3 hours per week during a semester). Indeed, the DoE states, "We recognize that complex institutions with multiple degree levels may not have rigidly uniform policies and procedures related to the credit hour across a variety of disciplines, degree levels, teaching/learning formats, and delivery modes." However, all institutions are expected to evaluate credit hour equivalencies to ensure consistency in the integrity and quality of its degree programs in line with commonly accepted practice in higher education.

**WSCUC (WASC) Context**

In response to the DoE's issuance of federal regulations on the credit hour and its interpretation, USD's regional accrediting agency, WSCUC (WASC) adopted its own federal credit hour policy on September 2, 2011. It states that a credit hour is the amount of work represented in intended learning outcomes and verified by evidence of student achievement as the means of establishing institutional equivalencies. These should reasonably approximate:

1. One hour of classroom or direct faculty instruction and a minimum of two hours out- of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter-hour of credit, or the equivalent amount of work over a different amount of time.
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

The WSCUC reaccreditation visitation team reviewed USD's credit hour policy and its associated elements prior to their visit Feb. 29-March 2, 2012. These elements included:

1. USD's policy on the credit hour
2. An explanation of USD's process for periodic review of the application of this policy, to assure that credit hour assignments are accurate and reliable (for example, program review, process for new course approval, periodic audits)
3. A list of the kinds of courses that are offered that do not require the standard amount of in-class seat time designated in the WASC policy (for example, online and hybrid courses, laboratory courses, studio work, clinical work, independent study, and internship courses)
4. A course schedule showing the weeks, hours and days when courses meet.
5. Three sample course syllabi (or the equivalent) for each kind of course that does not meet for the standard amount of in-class seat time required in the policy.

The team submitted its recommendations for reaccreditation, including review of federal policy regulations, and the Commission voted to "reaffirm the accreditation of the University of San Diego" as stated in its formal response.

**University of San Diego: Traditional Context for Credit Hour**

The University of San Diego has seven academic divisions: the College of Arts and Sciences, the School of Law, the Shiley-Marcos School of Engineering, the School of Business, the School of Leadership and Education Sciences, the Hahn School of Nursing and Health Science, and the Joan B. Kroc School of Peace Studies. USD offers 41 bachelor's degree programs, 28 master's degrees programs, 3 law degree programs, and 3 doctoral degree programs (in nursing and leadership studies). In addition, the Division of Professional and Continuing Education offers several master's programs in conjunction with the other graduate academic units, and hosts a variety of professional programs and services that extend the University's reach to the San Diego business community, international corporations, and educators in California and beyond. Continuing Education programs include a variety of workshops, seminars, in- house training, English-language services, graduate level extension classes and certifications and non-degree credit classes.

USD operates on a semester system, with additional sessions offered between semesters (Intersession) and during the summer.

Traditionally, standard courses offered during the semester in undergraduate and graduate degree programs (except Law) use class contact hours that have been designed around the (Carnegie like) standard for a 3-unit class over a 15-week semester:

| DAYS OF THE WEEK | DAYS PER SEMESTER | MINUTES/DAY | TOTAL MINUTES PER SEMESTER | TOTAL HOURS PER SEMESTER |
|---|---|---|---|---|
| MWF | 45 | 50 | 2250 | 37.5 |
| TTh | 30 | 75 | 2250 | 37.5 |
| One | 15 | 150 | 2250 | 37.5 |

As implemented at USD, 3-unit classes meet for more time during each class session but for one less week over the semester:

| DAYS OF THE WEEK | DAYS PER SEMESTER | MINUTES/DAY | TOTAL MINUTES PER SEMESTER | TOTAL HOURS PER SEMESTER |
|---|---|---|---|---|
| MWF | 41 | 55 | 2255 | 37.5 |
| Th | 28 | 80 | 2240 | 37.3 |
| One | 14 | 160* | 2240 | 37.3 |

*10-minute break not included

This distribution translates to 12.5 contact hours over the semester for a 1-unit class meeting MWF. The Law School operates under a different calendar and is governed by ABA guidelines of 700 minutes of class-time per credit hour (or 50 minutes per week for 14 weeks). Three unit classes meet twice a week for 75 minutes each over a 14-week semester (2100=75x2x14). The Law School adheres to the national standard instituting out-of-class hours is 3 hours for every 1 hour of class in the first year of law study and after that (years 2 &3) 2 to 1.

**Traditional Assignments for Other Academic Activities (generally follow 1 unit for 3 hours a week or 39-42 hours per semester)**

For classes listed below, traditional credit hour assignments are given with the understanding that if classes do not adhere to traditional standards, equivalencies must be established through assessment of student achievement to justify the "reasonable approximation" rule.

Laboratory Work

Typically, one unit of credit has been assigned for 2 hours and fifty minutes or more of laboratory work per week throughout one semester.

Team-Taught Honors or Living Learning Community (LLC) Honors Courses

One unit of credit has been assigned to 55 minutes of classroom time per week with a minimum of **three hours of out-of-classroom time** spent studying and doing homework or research per week throughout one semester (Many Honors Courses meet within the schedule for 3-unit classes but award 4 units of credit. In order to comply then the expectation for out-of-class time must be raised from 2 units to 3 units for every hour in class).

Internship Courses

One unit of credit has been assigned to at least 40 hours of internship work throughout the course of one semester. (Source: anthropology (3 hours a week for approximately 13 weeks) communication (40), history (3 units is 9 hours per week for 13.5 weeks and involves 120 hours of work) sociology (40), math and cs (40), psychology (40), MARS (45), SBA UG 96 for 3-units plus 3 class meetings, SBA grad 120 units plus two class meetings).

Studio Work

One unit of credit has been assigned to 123.33 minutes per week throughout the semester. (Source Visual Arts: 3 hours and 5 minutes 2-times per week for 3-units of credit)

Southeast San Diego Tutoring Project

One unit of credit hour has been assigned for tutoring for 3 hours per week throughout one semester (ENGL 292 and 492).

Clinical Nursing Work

One unit of credit hour has been assigned for practicing in a clinic for 3 hours per week throughout the semester (which is 16 weeks according to regulations by the Board of Registered Nursing of California).

Independent Study Courses

One unit of credit hour has been assigned to the equivalent amount of work to 55 minutes of classroom time per week with a minimum of two hours of out-of-classroom time studying and doing homework or research per week throughout one semester.

Independent study courses must be approved by the faculty supervisor, the department chair and the dean.

LLC Scholastic Assistants

One unit of credit hour has been assigned to 20 to 25 hours of work during the fall semester plus 15 hours of pre-Torero Days training.

Practica

One unit of credit hour...From Communication Studies VISTA and USDtv, standard practices are unclear.

Online and Hybrid Courses

One unit of credit hour has been assigned at least 12.5 hours of contact time either through direct classroom discussion or through online video presentations, quizzes, and discussions (Source MSGL 2-unit course). So if the student spends 2.2 hours out-of- class for each contact hour this would amount to 40 hours of work over the term of the course.

Academic Regulations

# General Information

## Course Numbering System

Certain course numbers in the 90's are reserved for particular types of courses and those types of courses must use the reserved numbers. The reserved course numbers and course types are:

| | |
|---|---|
| x99 | independent study |
| x98 | internship |
| x97 | techniques |
| x94 | special topics |
| x93 | field experience |

## Transcripts, Academic Records and Diplomas

An official transcript is a comprehensive record of a student's academic progress at the University of San Diego. The Office of the Registrar holds records for those students who attend or attended courses as part of a degree seeking program. These credit courses are undergraduate, graduate, and doctoral programs.

Any student may request official transcripts of his or her academic work. A fee of $10 is charged for each transcript. Orders for official transcripts should be made through the MySanDiego portal or in writing to University of San Diego, Attn. Student Accounts/Transcripts. Unofficial transcript requests may be made in person or by writing directly to the Torero Hub at USD. Detailed information for requesting transcripts can be found at Transcripts.

DegreeWorks lists the 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 email 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

# Leave of Absence

An official leave of absence is an approved, limited suspension of participation in a graduate program (master's or doctoral). A leave of absence is required for any term in which a student would otherwise be actively enrolled, including fall, spring, intersession, and summer, if those terms are part of the student's regular enrollment cycle. 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 the Grad Withdrawal form via the MyAcademics page in the MySanDiego portal within the approved deadline and must be in good standing.

Academic Regulations

# Registration Policies and Procedures

Only students who have been officially admitted to USD's graduate degree, certificate, credential, or as a special student admitted through the office of Professional and Continuing Education and taking a maximum of six units, 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 Course Catalog (online), the Summer Sessions Course Catalog (online), the Intersession Course Catalog (online) 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 advisor 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 current Graduate Academic Calendar.). Students must observe all deadlines for course reservation and payment of fees. Upon arrival at USD, all international students must report promptly to the Office of International Students and Scholars.

## 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 specific program descriptions for details.

Exceptions to this policy will be made for students who have been approved for a leave of absence (go to Leave of Absence). 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, students may add or drop courses added during the first eight days of the semester and may withdraw from a course with a grade of "W" until the 10th week of the semester. For deadlines during Summer Sessions and Intersession, see the Summer Sessions and Intersession course catalogs or go to www.sandiego.edu/sio.

Students who receive any form of financial aid must consult with the Torero Hub 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 (e.g. terminate all courses in progress) must officially drop their courses by filing a Notice of Withdrawal form and submitting it to the Torero Hub. The same drop policies and deadlines apply to students who withdraw from the university as for those who drop only one course (go to Withdrawal from the University).

## 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.

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 Torero Hub prior to the mailing of the information.

## Email Accounts for Graduate Students

All USD graduate students are required to have a MySanDiego email account. The university may conduct official business by sending notices or other information to the student's USD email 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.



## 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. 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 advisor 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 x 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 | MBA |
| 6 | 30-44 unit Master's |
| 9 | 45-53 unit Master's or Doctorate |
| 12 | 54-84 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 advisor 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 Torero Hub. 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.

*Transcripts are only considered official when sent directly to USD by the college or university or an approved vendor like Parchment. Official transcripts that were opened by a student and sent to USD are no longer considered official.*

### 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 Hahn School of Nursing will allow USD coursework to count toward more than one degree program within the school, but students must meet minimum unit requirements for each degree program. The Part-Time MBA allows students to waive up to 14 units. In all of these cases, students must earn at least 30 units through USD.

Academic Regulations

## Withdrawal from the University

Students who terminate their enrollment in a graduate program must file an official Notice of Withdrawal at Torero Hub. If they are currently registered for courses, students must withdraw prior to the deadline to withdraw from classes (see Graduate Academic Calendar; also Refund Policy). 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.

If you are an international student on an F-1 visa who is taking a Leave of Absence or Withdrawal, please complete the OISS Clearance form on iTorero under F-1 Student Services and contact OISS at internationaloffice@sandiego.edu to schedule an appointment with the International Student Manager.

For more information, please go to Leaves and Withdrawals.

**Students Involuntarily Called to Military Duty: Active Reservists and DUI**

The University of San Diego supports and respects the obligations of students involuntarily called to active duty in the Armed Forces of the United States. USD will make reasonable accommodations for such students, and will endeavor to assist them to meet their military obligations without loss of academic status or opportunities.

A student active reservist involuntarily called to active duty in any branch of the military services of the United States while enrolled in the University, or a student assigned to Duty Under Instruction (DUI) who is called back to regular duty, will be released without penalty from academic responsibilities. The student must present evidence to his or her academic dean that he or she has been involuntarily called to active military duty. The following options are available:

1. A student active reservist involuntarily called to active duty may request to withdraw without penalty from all classes and receive a full refund of tuition and fees paid for class enrollment. Room and board refunds will be prorated. The dean's official authorization of Withdrawal without penalty shall be forwarded to the Registrar, the Financial Aid Office, and Student Accounts. Students receiving financial aid will discuss their circumstances with the Financial Aid Office.
2. If a student is involuntarily called to active military duty near the end of a term, the student may initiate an action through the appropriate dean's office to request the teacher of record in all or some courses that the student be permitted to make special arrangements which are consonant with the policies of the student's academic unit (for example, an Incomplete grade, an early final examination, or other appropriate resolution.) Any such arrangement will include a written agreement of the special conditions, and be signed by the student and the teacher of record.
3. Under option #1 or #2 above, the student may request a leave of absence from the University of San Diego. If the student remains on involuntary active duty, and so notifies the university, the extension of the leave of absence is automatic. For good cause, a requested extension of the leave of absence of reasonable length, beyond the active duty period, may be granted at the discretion of the dean.
4. Where applicable, the student's transcript shall include a notation that a W or an I is based on "Involuntary Call Up to Military Duty."

This policy may be supplemented as needed in response to changes in the military situation, or to deal with individual circumstances not covered by the policy.

# Information Resources and Facilities

## Copley Library

The Helen K. and James S. Copley Library contains over 500,000 books and approximately 6,000 media items. The Library subscribes to 125 online databases that provide access to over 63,000 electronic journals. The library also maintains subscriptions to over 2,500 print journals that are housed in our journal stacks.

Our online catalog offers access to all of the library's book, journal, and media collections. USD students, faculty, and staff can access most databases and other electronic resources when off-campus by using their MySanDiego login via our authentication system.

Copley Library is open 114 hours each week and its resources are organized in accessible, open stacks. Library faculty, additional professional and support staff, and student workers make the collections available to the university community. Copley also offers access to course materials via traditional print reserves as well as electronic reserves.

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. In addition to traditional reference desk service, the library also offers online reference through our Ask a Librarian service. Library patrons can ask questions and receive assistance via email, chat, text message, and a searchable 24/7 knowledge base of frequently asked questions. Library faculty members also offer assistance by providing course-integrated library instruction sessions and preparing online guides in their subject specialties. Additionally, the library offers workshops on topics such as citation styles and database searching to assist users with developing better research skills.

The libraries at USD are members of the San Diego Library Circuit Consortium, which maintains a database linking four university libraries (UCSD, SDSU, CS San Marcos, USD) and the San Diego County and Public Library systems. 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.

Study spaces are available for over 700 students and include group study areas, quiet carrels, and pleasant reading rooms furnished with antiques and contemporary art. Group study rooms can now be easily reserved via our online booking system.

The library has over 80 computer workstations and 30 laptops for checkout. Other available equipment includes photocopy machines, microform reader/printers, and media hardware.

For more information, go to Copley Library.

## Pardee Legal Research Center

The Pardee Legal Research Center, located on the east end of campus, provides access to print and digital 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, jurisprudence, human rights, intellectual property, environmental law and Mexican law. A full array of electronic resources is accessible through the website: Pardee Legal Research Center. 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

## Academic Technology Services

As a division of Information Technology Services (ITS), Academic Technology Services (ATS) is dedicated to cultivating teaching, learning, and research through the judicious exploration, implementation, and support of educational technologies. The broad range of services ATS offers to students, faculty, and staff strategically align the ITS mission and selected technologies with academic and institutional objectives.

The seven units within ATS are organized to provide specific academic technology services across our community's myriad learning environments and spaces. ATS Client Support Services includes Desktop Support Services, which distributes technical support technicians across the campus; the Help Desk, the first line of response for all hardware and software inquiries; and Student Computing Services who respond to all student computing needs (ext. 7900, help@sandiego.edu). ATS also manages the several Academic Computing Labs (ext. 2765) across campus that provide students and faculty with Windows, Macintosh and Linux computers, access to specialized programs, and laptop check-out privileges. The Instructional Support Team (iTeam) is specifically dedicated to curriculum support in the classrooms, online, and mobile devices. The iTeam implements and supports USD's Learning Management System (Blackboard) and the integrated plagiarism detection, collaboration, assessment, and communication tools. The iTeam offers faculty instructional design services and consulting, and free training workshops to faculty/staff and students on Blackboard, Adobe, Google, Qualtrics, Microsoft, and more. The iTeam also manages the implementation, piloting and adoption of emerging technologies such as the iPad Classroom Project and hires and trains talented students for the Student Technology Assistant (STA) program (iteam@sandiego.edu).

Instructional Media Services (IMS) provides a digital graphic design and multimedia editing lab, audio/video production, repair, and installation, media duplications, graphics design support, large poster printing, and instructional media equipment checkout (ims@sandiego.edu). This team is also responsible for the Campus Learning Spaces and provide classroom SMARTboards and podiums, document cameras, Apple TVs, projectors and training (ext. 4567).

Academic Technology Services is at the intersection of technology and academics at USD and continuously explores, expands, and improves its service offerings to reflect the array emergent educational technologies relevant to students' teaching and learning and research and an increasingly mobile campus.

## Instructional Media Services

Instructional Media Services (IMS) is comprised of media/video production, digital graphic design and multimedia editing lab, instructional repair and installation, and instructional media equipment checkout. The department is located on the ground floor of Maher Hall, Room 186. Semester hours of operation are Monday through Thursday from 8 a.m. to 7 p.m.; Fridays to 6 p.m. Call (619) 260-4567 for information.

We provide a wide range of resources including instructional equipment lending, digital graphic services, audio/video/multimedia production for instructional use, media duplication, video/multimedia workstations, technical assistance, classroom technology support and repair, consultation/installation services and limited multimedia related software training. 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.

# College of Arts and Sciences

## 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.

## Faculty

### Administration

Noelle Norton, PhD, Dean

Stephanie M. Bernasconi, MA, Assistant Dean

Neena Din, PhD, Associate Dean

Ronald S. Kaufmann, PhD, Associate Dean

Frances Nagem Kuhn, MBA, Assistant Dean

Kristin C. Moran, PhD, Associate Dean

Pauline Berryman Powell, MS, Assistant Dean

### Program Directors

Jesse Perez, BFA, Director, MFA Program in Acting

Avi Spiegel, PhD, JD, Director, MA Program in International Relations

Drew M. Talley, PhD, Director, MS Program in Environmental and Ocean Sciences

# Hahn School of Nursing and Health Science

## Mission Statement

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.

## Doctor of Philosophy in Nursing (PhD)

MSN to PhD
BSN to PhD Adult-Gerontology Clinical Nurse Specialist
BSN to PhD Nursing Leadership

## Doctor of Nursing Practice (DNP)

MSN to DNP (Post-MSN)
BSN to DNP Family Nurse Practitioner
BSN to DNP Dual Adult-Gerontology/ Family Nurse Practitioner
BSN to DNP Dual Pediatric/Family Nurse Practitioner
BSN to DNP Psychiatric-Mental Health Nurse Practitioner
BSN to DNP Adult-Gerontology Clinical Nurse Specialist

## Master of Science in Nursing (MSN)

Adult-Gerontology Clinical Nurse Specialist
Dual Adult-Gerontology/ Family Nurse Practitioner
Dual Pediatric/Family Nurse Practitioner
Family Nurse Practitioner
Nursing Leadership
Psychiatric-Mental Health Nurse Practitioner

## Master's Entry Program in Nursing (MSN for Non-Nurses)

Clinical Nurse

## Master of Science in Health Care Informatics (MS)

Health Care Informatics

## Certificate Programs

Post-Graduate Certificate in Adult Gerontology Clinical Nurse Specialist

Post-Graduate Certificate in Family Nurse Practitioner

Post-Graduate Certificate in Psychiatric Mental Health Nurse Practitioner
Post-Master's Certificate in Nursing Education

Certificate in Conflict Resolution for Healthcare Leaders

### Accreditation

The master’s degree program in nursing and Doctor of Nursing Practice program at the University of San Diego Hahn School of Nursing and Health Science: Beyster Institute for Nursing Research are accredited by the Commission on Collegiate Nursing Education.

Those who complete the pre-licensure component of the master’s program are eligible to apply for licensure by the Board of Registered Nursing. The Master's Entry Program in Nursing and Nurse Practitioner programs have Board of Registered Nursing approval.

All courses in the School of Nursing and Health Science carry Board of Registered Nursing Continuing Education units for RN re-licensure.

### Financial Aid Programs for Nursing Students

In addition to university-based financial aid, there is funding available to nursing students through the School. To be considered for these funds, students are required to complete the FAFSA.

### Private Scholarships

Scholarships available through the Hahn School of Nursing and Health Science are based on merit and need. The scholarships include: H.N. and Frances C. Berger Foundation, Loretta Breyer, Edward and Gretchen Cairns, Yvonne Carteron, Mary Jane Charleton, Danvera Foundation, Desmond Family, the Donald C. and Elizabeth M. Dickinson Foundation, Leslie Gretchen Fruin, Helene Fuld, Mary Gresko, Marian Hubbard, Ethel M. Horsch, Babak and Penelope Jamasbi, Harold and Catherine Johnson, the Barbara and Donald Jonas Foundation, Douglas and Betsy Manchester, Gilbert Martin, Elizabeth Mottet, Dr. James Orwig, Dr. Irene Sabelberg Palmer, Dr. Janet A. Rodgers, Pearl and Natalie Surkin, Stallard Family, Cathleen K. Wilson, Julie I. Wilkinson and Richard and Kaye Woltman Scholarships, as well as the Dean's Merit Scholar awards and the Dean's Research Scholar awards.

### Private Loan Fund

Loan funds provide additional assistance to students whose financial need cannot be met by other federal, state, or institutional programs. These loans include the low-interest School of Nursing Loan Fund.

Hahn School of Nursing and Health Science

## Faculty

## Administration

Jane M. Georges, PhD, RN, Dean, Professor

Kathyann K. Marsh, PhD, RN, Associate Dean, Professor

Cynthia D. Connelly, PhD, RN, FAAN, Director for Nursing Research and Doctor of Philosophy Nursing Program, Professor

Theresa Asmus, DNP, FNP-BC, Assistant Director for DNP and NP Programs, Clinical Assistant Professor

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Martha Fuller, PhD, APRN, Associate Professor

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Autumn Roque, DNP, APRN, Clinical Associate Professor

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Eligio David Soliman, DNP, FNP, Clinical Associate Professor

Charisse Lyn Tabotabo, DNP, MSN, RN,Clinical Associate Professor

Laura Truman, PhD, APRN, FNP-BC, Director for DNP and NP Programs, Clinical Associate Professor

Josh Wymer, DNP, RN, FAAN, Clinical Associate Professor

# Joan B. Kroc School of Peace Studies

## Joan B. Kroc School of Peace Studies

The Joan B. Kroc School of Peace Studies (Kroc School) is dedicated to creating and sustaining peaceful and just societies. To drive positive peace, we work across disciplines, such as political science, sociology, anthropology, business, law, and economics. We believe diverse knowledge and perspectives are essential to equip innovative changemakers and peacebuilders who are able to solve humanity's urgent challenges. The University of San Diego established the Kroc School in 2007 as the first standalone school of its kind in the United States. The Kroc School grew out of the University's pre-existing Master of Arts in Peace and Justice program and furthers the institutional mission of preparing leaders who are dedicated to ethical conduct and compassionate service.

The Kroc School houses the Institute for Peace and Justice (Kroc IPJ), focused on practice and co-creating knowledge with peacemakers from across the world, and Spark@USD which organizes the prestigious Fowler Global Social Innovation Challenge.

### Master of Arts in Peace and Justice

The Master of Arts in Peace and Justice (MAPJ) is an interdisciplinary program designed for individuals seeking knowledge and hands-on experience to address a wide range of peace and social justice challenges, such as inter-group violence, civil wars, refugee and forced displacement issues, human rights abuses, and environmental injustices. The curriculum spans multiple approaches to peace and justice, including conflict analysis and resolution, international justice and human rights, environmental justice, leadership and organizations, as well as field-based courses and an recommended internship placement for practice-based learning. The goal of the MAPJ program is to produce graduates who are practitioners, capable of applying theories of peace and justice to solve the world's most pressing challenges. The MAPJ prepares students for careers in areas such as international development, humanitarian aid, human rights, environmental policy, and peace and security, and in organizations ranging from grassroots nonprofits and private sector companies to the United Nations. The MAPJ is offered as a full-time 24-month or part-time program.

### Dual Degrees in Law and Peace and Justice (Juris Doctor / MA Peace and Justice)

The Dual Degree in Law and Peace and Justice combines a Juris Doctor (JD) from the University of San Diego School of Law and a Master of Arts in Peace and Justice (MAPJ) from the Kroc School. The JD/MAPJ, completed over four years, gives students the chance to study law and policy while gaining a deep understanding of the historical, institutional and cultural factors that drive conflict, injustice, oppression and poverty. The JD/MAPJ is a fit for students interested in issues like immigration, human rights or mediation; those who plan to advise a global clientele; those who wish to take a lawyer's route to influencing policy; and public interest lawyers seeking to tackle broad questions of social justice using both law and policy frameworks.

### Master of Arts in Social Innovation

The Master of Arts in Social Innovation program (MASI) is designed for individuals with vision, leadership skills and an entrepreneurial mindset and want to tackle the world's toughest challenges, such as poverty, climate change, and inequality. The MASI curriculum incorporates theory with field-based practicums, design thinking pedagogy, and the opportunities like pitch competition, in which students can create and test their innovative solutions for complex problems. MASI graduates have impactful, purpose driven careers in philanthropy, government and nonprofits. Others create economic, social and environmental value in the private sector, working in B-corps, social enterprises, consulting and corporate social responsibility. The MASI is offered as a full-time 9-month or part-time program.

### Master of Science in Conflict Management and Resolution

The Master of Science in Conflict Management and Resolution (MS-CMR) is designed for working professionals in any field seeking the opportunity to leverage their experience and cultivate new skills to effectively manage and resolve conflict. This multidisciplinary program covers theory and practice to transform interpersonal, group, organizational, community, and systems-level conflict in a variety of contexts. Through ongoing experimentation, simulation and practice, MS-CMR students gain skills in conflict analysis, negotiation, mediation, facilitation and dialogue. The MS-CMR is offered as a full-time 15-month, accelerated 9-month, or part-time program.

### Master of Science in Humanitarian Action (Online)

The online Master of Science in Humanitarian Action (MS-HA) program offers a remote, affordable, and high-touch Master's degree to students and working professionals around the world. The program is designed to cultivate the skills necessary to help prevent, respond to, and recover from complex humanitarian emergencies. The MS-HA degree blends cutting-edge thematic focuses (peacebuilding and conflict resolution, social entrepreneurship and innovation), with critical technical professional skills development (monitoring and evaluation, data visualization) into a 30-unit program. It emphasizes a scholar-practitioner education model, relying on exercises, case studies, and simulations. Its asynchronous format (two courses per term, five terms for program completion) permits participation by foreign aid workers, deployed military personnel, and others for whom an extended stay in San Diego is not possible. Enrollment periods are in Fall, Spring, and Summer.

#### MS-HA Degree Program Structure

The program of study includes the ten 3-unit course prescribed curriculum. Courses will be offered year-round with three semesters every year: spring, summer, and fall. Each semester is 14 weeks in length. You will take two courses per semester, and courses will run for seven weeks each with a one or two-week break in between semesters. You can expect to graduate in five semesters after successfully completing all ten courses.

Each 3-unit course will include 37.5 hours of core instructional time. Additional homework, research, and study time are required. You can expect to spend 15-20 hours per week in each course in order to be successful.

### Financial Aid

Applicants accepted into the Kroc School are eligible to be considered for a variety of scholarships and the Kroc Institute for Peace and Justice Practice Fellowship. Students can apply for merit-based scholarships and for graduate assistantships which come with $1,296 tuition. Please contact the Office of Financial Aid at USD for further information regarding financial aid and loans.

## Faculty

## Administration

Hilary Beggs, Director of Admissions

Andrew Biros, EdD, Associate Director of Social Innovation and Entrepreneurship

Andrew Blum, PhD, Executive Director of Institute for Peace and Justice, Professor of Practice

Kevin Dobyns, Director of Marketing and Communications

Jeffrey Hugger, Director of Operations and Events

Frances Laviscount, Assistant Dean of Academic Affairs

Dustin Sharp, PhD, JD, Associate Dean, Associate Professor

Limly Sun, Budget and Administrative Manager

## Faculty

Austin Choi-Fitzpatrick, PhD, Associate Professor

Paula A. Cordeiro, EdD, Dammeyer Distinguished Professor Global Leadership and Education

Janice Deaton, Adjunct Faculty

Sarah Federman, PhD, Associate Professor

Michael Fryer, MA, Professor of Practice

Philip Gamaghelyan, PhD, Assistant Professor

Patricia Márquez, PhD, Professor of Social Innovation

Topher McDougal, PhD, Professor

Juan F. Roche, PhD, Professor of Practice

Dustin Sharp, PhD, JD, Associate Professor

# Knauss School of Business

## Mission Statement

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

## Program Descriptions

Master of Business Administration (MBA) Programs:

- Full-Time MBA - A full-time program that may be completed in 17 or 22 months. Full-Time MBA students who pursue a concentration in business analytics or finance may complete the management science major, which is a STEM program.
- Part-Time MBA - A flexible program that may be completed in the evening with possible weekend courses that may be completed in as few as 17 months.
- Flex MBA - A flexible, hybrid program that meets one weekend per month and conducts the remaining contact hours online. This program may be completed in as few as 17 months.

Specialized Masters Programs:

- Master of Science in Accountancy (MACC) - A flexible program that may be completed in 10 to 17 months.
- Master of Science in Business Analytics (MSBA) - A full-time program that is completed in 10 months.
- Master of Science in Finance (MSF) - A STEM-certified, full-time program that is completed in 10 months.
- Master of Science in Real Estate (MSRE) - A program that may be completed at either a full-time or a part-time pace in 10 or 24 months respectively.
- Master of Science in Supply Chain Management (MS-SCM) - A hybrid program offering online courses with on-campus residence sessions over 22 months.
- Master of Science in Taxation (MTAX) - A flexible program that may be completed in 10 to 17 months.

## Centers and Institutes

### John Ahlers Center for International Business

The Ahlers Center for International Business develops global competitiveness for students, faculty, and community partners by leveraging economic research, business analytics and supply chain management to pursue international opportunities that build a more socially-responsible and prosperous region. The Center offers project-based learning opportunities for students through industry-serving programs that improve regional businesses' global competitiveness through international trade. The Center also fosters international business experiences for students and faculty by facilitating the International Business Mentoring program, the International Business Club, the Student International Business Council and cultivating international internships and career opportunities. For further information please visit the Ahlers Center for International Business website.

### Burnham-Moores Center for Real Estate

As a Center of Excellence within the Knauss School of Business, the mission of the Burnham-Moores Center for Real Estate (BMC) is to help recruit, educate and mentor real estate students with the goal of facilitating their career pursuits in a socially responsible manner and with a global perspective. The BMC accomplishes this mission through support of outstanding faculty and professional staff, dedicated career services, active industry involvement and outreach and relevant and applied research. This support by the BMC has resulted in three #1 rankings of the USD real estate program. For further information please visit the Burnham-Moores Center for Real Estate website.

### Accountancy Institute

Take your accounting career to the next level by taking full advantage of the opportunities offered by the Accountancy Institute. Using our strong connections with the local accounting industry, we team up with Career Development, the Accounting Society and Beta Alpha Psi to offer you additional networking and career development events. A variety of professional growth opportunities available to you include a variety of speakers, linkages to the professional community, development of leadership skills, and strategies to fulfill the 150-hour requirement for obtaining CPA certification. Our institute is headed up by the same award-winning faculty who design our curriculum based upon their latest research findings—so you'll always be on top of the latest thought leadership. For further information, please visit the Accountancy Institute website.

### Entrepreneurship and Innovation Catalyzer

The Entrepreneurship and Innovation Catalyzer (The CatalyZer) at the University of San Diego Knauss School of Business supports a top 50 ranked entrepreneurship and innovation program. As a portal to all innovation and entrepreneurship activities at the University of San Diego, we give you the tools and resources to embrace your most creative ideas to build startups that create jobs. We also train you to continually innovate and positively transform existing businesses with your ideas. When you take part in our classes and events, you will join a unique startup community here at USD, one that encourages you to take your destiny into your own hands and propel you to new heights. Plus, you will get to connect with an incredible startup ecosystem — in San Diego and beyond. Through various initiatives, The Catalyzer brings together a world of established entrepreneurs, industry thought leaders, academic experts, startup innovators, brilliant venture capitalists, mentors, and students. For further information please visit the Entrepreneurship and Innovation Catalyzer website and for further questions reach us at entrepreneurship@sandiego.edu.

### Supply Chain Management Institute

The Supply Chain Management Institute (SCMI) keeps working professionals and students on top of the latest industry knowledge. We support students through experiential learning and hosting one of the nation's only dedicated annual supply chain-focused career fairs. Our Fall Forum and Spring Symposium attract hundreds of practitioners and introduce them to innovative supply chain concepts through real-world case studies and interactive workshops. For further information, please visit the Supply Chain Management Institute website.

### Free Enterprise Institute

As a Center of Excellence within the Knauss School of Business, the Free Enterprise Institute (FEI) enables and empowers the next generation of innovative entrepreneurs to build and scale world class companies. The FEI accomplishes this effort with the support of outstanding faculty and staff, active industry involvement, community and campus based programs and a focus on applied and experiential learning. The FEI includes San Diego's #1 ranked accelerator, the Brink SBDC; the San Diego Angel Conference, and the Entrepreneurship and Innovation Catalyzer.

### The Brink

The Brink is part of the San Diego & Imperial Small Business Development Center Network, which is funded in part through a cooperative agreement with the US Small Business Administration. SBDCs are a national program that serves small businesses (for-profit enterprises with fewer than 500 employees). The Brink SBDC is a specialty center focused on innovation, one of only a handful of its kind in the country. The Brink SBDC at USD provides world-class training and one-to-one consulting to business clients running or starting growth-oriented, innovation-based companies, resulting in economic growth and prosperity for the region. For further information, please visit the The Brink SBDC website.

## 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” are not permitted in the graduate business programs. Also see here for policies on academic probation and disqualification.

### 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 Course Catalog 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 advisor.

### Course Prerequisites

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

### Grade Grievance Procedures

The instructor’s/professor’s judgment is presumed to be correct. Therefore, the burden of qualifying a grievance rests with the student. Thus, at every level in the proposed grievance procedures this “presumption” should be understood by all participants.

It is assumed that grievances will be resolved by the instructor and student.

Grading criteria, requirements, content, etc. are established by the instructor. The presumption is that students have been given ample opportunity for clarification of class requirements at the beginning of a given course.

Students taking graduate business courses shall have **six months**, calculated from the date of submission of the student’s final course grade, to initiate a formal grade grievance procedure. Students must file for a grade grievance within the six-month time period unless exempted by the Dean of the School of Business.

The procedure for a grade grievance is as follows:

1. Initial grade/grievance must be addressed to the instructor in the course.
2. In those rare circumstances when no agreement is reached in number 1 (above), the student may seek advice from the department chair.
3. If the matter is not satisfactorily settled at number 2 (above), the student then may seek advice from the dean who will refer the matter to a standing faculty committee (e.g. academic affairs).
4. The committee will hear the student’s grievance and make its recommendations to the parties involved. At every level in this grievance procedure, the instructor must be apprised of the situation.

### 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 MBA or the MSRE program. While USD is not a Jesuit institution, 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.

### Waiver Administration and Conditions for Waiver

Part-time MBA students with two years of work experience and a GPA of 3.0 or higher in their undergraduate degree that has been completed in the last seven years may apply for waivers for up to 14 units of MBA coursework; for more information, see the Part-Time MBA degree requirements. Ms in Business Analytics students may waive up to six units of graduate coursework based upon undergraduate coursework; for more information, see the MSBA degree requirements. Students in all graduate programs must complete a minimum of 30 graduate units to earn the degree.

## Administration

Brian Tietje, PhD, Dean
Nakeisha Lewis, PhD, Associate Dean of Strategy and Curriculum
Yen-ting (Daniel) Lin, PhD, Associate Dean of Faculty and Operations
Kelli Bagley, MBA, Assistant Dean, Finance and Administration
Kacy Hayes, PhD, Assistant Dean, Student Success

Knauss School of Business

# Faculty

## Accountancy

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## Economics

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Alison L. Sanchez, PhD
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Melina Vosse, PhD
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Roger Simsiman, MS
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## Interdisciplinary, Innovation and International Business

Eileen Daspro, PhD

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Alesia Slocum, DBA

Wenli Xiao, PhD

### Management, Law and Ethics

Jacquelyn Brown, PhD

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Abigail Berk, PhD

Jaime Gomez, PhD

Jennifer Miles, PhD

Jennifer Mueller, PhD

Devalina Nag, PhD

Afsaneh Nahavandi, PhD

Rebecca Nieman, JD

Tara Ceranic Salinas, PhD

Nichole Wissman-Weber, PhD

Carsten Zimmermann, PhD

### Marketing

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Colin Campbell, PhD

Justine Rapp Farrell, PhD

Andrea Godfrey Flynn, PhD

Yongseok Kim, PhD

Maria Kniazeva, PhD

Alexander J. Kull, PhD

Nakeisha Lewis, PhD

Farhana Nusrat, PhD

Carlton O'Neal, MBA, JD

Tito Zamalloa, MBA

### Operations, Supply Chain and Information Management

Richard Clarke, MBA, MSF

Simon R. Croom, PhD, FCIPS

Amitkumar Kakkad, PhD

Yen-Ting Lin, PhD

Mayukh Majumdar, PhD

Daehoon Noh, PhD

Carl M. Rebman, Jr., PhD

Ruixia Shi, PhD

Yanyan Yang, PhD

## School of Leadership and Education Sciences

The School of Leadership and Education Sciences offers graduate programs in three departments: Leadership Studies, Learning and Teaching, and Counseling & Marital and Family Therapy. Our degree and credential programs prepare professionals to lead and serve in many different sectors of society as administrators, executives, therapists, professors, counselors, teachers, and educators. Our programs have met the high standards established by the following accrediting bodies: Commission on Accreditation for Marriage and Family Therapy Education, Commission for Accreditation of Counseling & Related Education Programs, and the California Commission on Teacher Credentialing.

At the graduate level, the School of Leadership and Education Sciences offers a Master of Arts in Leadership Studies (MA), Master of Arts in Higher Education Leadership (MA), Master of Arts in Nonprofit Leadership and Management (MA), Master of Science in Nonprofit Leadership and Management (MS) online, Master of Arts in Restorative Justice Leadership and Facilitation (MA), Master of Education (MEd), Master of Arts in Counseling (MA), Master of Arts in Marital and Family Therapy (MA), Doctorate in Leadership Studies (PhD), Doctorate in Organizational Leadership (EdD), and a Doctorate in Education for Social Justice (PhD). Please refer to subsequent pages for more information regarding these programs.

The School of Leadership and Education Sciences also offers credentials for teachers, counselors, and education specialists. Please contact the School of Leadership and Education Sciences' Credential Analyst team for more information. Additionally, graduate students may seek certificates in Arts and Culture Leadership, International School Counseling, Leadership Coaching, Nonprofit Management, and TESOL.

In addition, the School of Leadership and Education Sciences offers undergraduate coursework in three departments: Leadership Studies, Learning and Teaching and Counseling & Marital and Family Therapy. Our certificates, credentials, courses and minor fields lay a foundation for leadership roles in teaching, counseling, marital and family therapy and administration in school settings; as well as leaders in the public, nonprofit and military sectors. Please refer to the current Undergraduate Course Catalog for more information regarding these programs.

## Vision Statement

SOLES shapes the future by educating and empowering professionals to enact social justice, enhance human dignity, and improve the quality of life of diverse individuals, families, and communities.

## Mission Statement

The School of Leadership and Education Sciences (SOLES) at the University of San Diego believes in academic excellence, innovation, and a strong commitment to equity and inclusion. We educate, engage, model, mentor, and challenge the campus community to promote social justice and ignite meaningful change in our diverse society.

## Internationalization Experience Requirement

School of Leadership and Education Sciences (SOLES) 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 program areas. 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, including participation in a global study course offered through the SOLES Global Center. Students should check with their respective program/department for more information on options for satisfying the SOLES International Experience Requirement. Please note: Beginning in Summer 2011, courses with an "I" designation following the course number are courses that satisfy this requirement.

## Centers and Institutes

- Catholic Institute for Mental Health Ministry
- Center for Restorative Justice
- Character Education Resource Center
- Global Center
- Hansen Summer Institute
- Jacobs Institute for Innovation in Education
- Manchester Family Child Development Center (MFCDC)
- Nonprofit Institute (NPI)

## Academic Degree Programs, Credentials and Certificates

### Doctoral Degrees

The School of Leadership and Education Sciences offers three doctoral degrees. The Doctor of Philosophy degree in Leadership Studies and the Doctor of Education in Organization Leadership are housed in the Department of Leadership Studies and the Doctor of Philosophy in Education for Social Justice is housed in the Department of Learning and Teaching. The 57-unit PhD in Leadership Studies requires the successful completion of a dissertation and allows students to develop their chosen career goals. The 48-unit EdD in Organizational Leadership is a rigorous and comprehensive practitioner-scholar program which culminates in a dissertation and presentation of findings to the academic and professional community. Courses are offered synchronously online, with minor asynchronous components. The 54-unit PhD in Education for Social Justice is a fully online professional program. Candidates for the PhD in Education for Social Justice are expected to complete a dissertation.

### Master's Degrees

The master's programs in 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 (MA), the Master of Education (MEd) and the Master of Science (MS). Each program requires a specified minimum number of graduate credits and most require the successful completion of an action research project, 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. Students should check with their respective program/department for more information.

### Certificate Programs

SOLES offers a variety of certificate programs designed to enhance students' professional learning. Students should consult their academic advisor or program director for details about certificates currently being offered.

## Transfer of Credit

Students may transfer up to six appropriate master's-level units taken at an accredited and approved institution within the past five years into a 30-44 unit program, up to nine units into a program requiring 45 or more units, and up to 12 units into a PhD program, with the approval of the advisor and program director/department chair, Associate Dean and clearance by the Office of the Registrar. The EdD program does not allow any transfer units.

## Reservation of the Right to Modify

Every effort has been made to provide current and accurate information in the description of doctoral, 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.

School of Leadership and Education Sciences

## Faculty

## Administration

Kimberly White-Smith, PhD, DEAN

Amanda Roth, PhD, DIRECTOR, Field Experiences, Learning and Teaching

Beth Garofalo, MEd, ACADEMIC PROGRAMS MANAGER, Leadership Studies

Captain Daniel Cobian, BS, MA, CHAIR, Naval

Cheryl Getz, EdD, DIRECTOR, Leadership Minor

Commander Jason Langham, USN, MS, EXECUTIVE OFFICER, Naval Science

Connelly Meschen, Director of SOLES Sponsored Initiatives Incubator

Diana Saldivar, MA, ASSISTANT DIRECTOR, Marketing and Communications

Dr. Lauren Bruaski, PsyD, Executive Director Tele-Mental Health Training Clinic
Edward DeRoche, PhD, DIRECTOR, Character Education Resource Center
Ian Martin, EdD, School Counseling Program Chair
Kathryn Kelly, EdD, Director of Accreditation and Assessment
Laura Deitrick, PhD, Executive Director of The Nonprofit Institute; Professor of Practice, Department of Leadership Studies
Laura Calderón, MA, Grants and Gifts Administrator
Leslie Boozer, PhD, CHAIR, Leadership Studies
Linda N. Dews, MSEd, ASSISTANT DEAN
Lorri Sulpizio, PhD, EXECUTIVE DIRECTOR, Conscious Leadership Academy
Melissa Hernandez, ACADEMIC PROGRAMS MANAGER, Counseling & Marital and Family Therapy
Monte Kalisch, MS, DIRECTOR, Technology Strategy & Development, The Jacobs Institute for Innovation in Education
Niki Elliott, PhD, Director, Center for Embodied Equity and Neurodiversity (CEEN)
Perla Myers, PhD, Executive Director of Jacobs Institute for Innovation in Education
Rachelle Martinez, MA, DIRECTOR, Student Engagement
Sahar Adibi Dominguez, EdD, Assistant Dean for Recruitment, Enrollment, and Enterprise Development
Sara Orlansky, DIRECTOR, Development
Sarina Chugani Molina, EdD, ASSOCIATE DEAN
Saundra Tabet, PhD, Clinical Mental Health Counseling Program Chair
Sergio E. Rodriguez, MA, ACADEMIC PROGRAMS MANAGER, Learning and Teaching
Suzanne Stolz, EdD, Chair, Learning and Teaching
Sylvia Mac, PhD, Associate Director of the Center for Embodied Equity and Neurodiversity (CEEN)
Todd Edwards, PhD, Marital and Family Therapy Program Chair
Vlad Bolsakov, MBA, ASSISTANT DEAN, Finance and Administration

## Faculty

Amanda Roth, PhD
Ana U. Estrada, PhD
Antonio Jimenez-Luque, PhD
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Catherine Griffith, PhD
Cecilia Valenzuela, PhD
Cheryl Matias, PhD
David Karp, PhD
Erika Garcia, EdD
Fred Galloway, EdD
Ian Martin, EdD
Jo Ellen Patterson, PhD
Kristopher G. Hall, PhD
Laura Deitrick, PhD
Lee Williams, PhD
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Marcus Lam, PhD
Maya Kalyanpur, PhD
Melissa Yzaguirre, PhD
Min Xu, PhD
Nancy Chae, PhD
Nedeljko Golubovic, PhD
Nick Boyd, PhD
Nydia Sanchez, PhD
Rebekka Jez, EdD
Reyes Quezada, EdD
Robert Donmoyer, PhD
Sarina Molina, EdD
Saundra Tabet, PhD
Suzanne Stolz, EdD
Todd M. Edwards, PhD
Viviana Alexandrowicz, PhD
Wendell Callahan, PhD

Zachary Green, PhD

# Shiley-Marcos School of Engineering

## Vision

Our vision is to deliver a high-quality student-centered engineering education that provides distinctive, authentic, and supportive experiences that inspire students to make a positive difference.

## Mission

Our mission is to provide engineering students with a holistic education so they are prepared to take on society's challenges and opportunities in socially, ethically, and professionally responsible ways.

## Values

Our core values that are critical to the success of our mission and vision are academic excellence, caring, collaboration, curiosity, empathy, innovation, diversity, and global awareness.

## Program Descriptions

The Shiley-Marcos School of Engineering offers Master of Science programs in applied data science; applied artificial intelligence; engineering, sustainability and health; engineering management and leadership; and cyber security engineering. All programs are designed to meet the needs of working professionals seeking to gain the skills needed to advance their careers, or transition into new career paths.

**Master of Science in Applied Artificial Intelligence (MS-AAI)**
The MS-AAI program is an intensive applied program directed at technical professionals looking to advance their careers in AI or transition into a career in AI. The program prepares candidates for a variety of roles in the industry related to ethical development and deployment of AI-based systems in corporations. It applies to candidates (STEM and non-STEM backgrounds) who plan to work in positions within a business organization that require the application of machine learning and AI-enabled algorithms, systems, and techniques for automated data-driven decision-making. Graduates of the program will be successful in technical positions in a variety of industries spanning diverse sectors such as finance, healthcare, automation, computer science, and engineering. The program is designed to develop both technical and soft skills, so graduates would also be well-positioned for entrepreneurial projects and leadership roles in AI.

**Master of Science in Applied Data Science (MS-ADS)**
The MS-ADS program is designed to specifically address the cross-functional needs of industries for data scientists who come with a strong foundation of technical knowledge and expertise in algorithms, tools, and techniques for analyzing any type of data and are able to apply such tools to domain-specific problems.

The mission of the program is to offer state-of-the-art, applied, and robust courses that enable students to master the technical skills and soft skills necessary for solving challenging analytics problems seen every day in a wide range of data-rich domains. The project-based curriculum instructs students on technical topics that are seen as critical to equip and prepare graduates from the program to be able to apply powerful analytical tools to work with real-life datasets. This Master's program is designed based on extensive feedback and recommendations from industry professionals who lead data science groups in global organizations.

**Master of Science in Cyber Security Engineering (MS-CSE)**
The MS-CSE program provides knowledge and skill in architecting, developing, and fielding secure network solutions against advanced persistent threats. It explores the role assurance plays in security, particularly in the development and deployment of software products, and how one must account for this in security planning. Students in the MS-CSE program learn the design, evaluation and certification, and accreditation of trusted systems. Students will subsequently understand how to take the design of trusted systems and develop/engineer these into secure systems, with a focus on hands-on experiences in laboratory settings.

The Master of Science in Cyber Security Engineering program is offered in two modalities: online asynchronously or on-campus meetings. Both programs have the same degree requirements but require separate program applications prior to admission. Online students are not permitted to take the on-ground modality courses.

**Master of Science in Engineering Management and Leadership (MS-EML)**
The master's program in Engineering Management and Leadership (MS-EML) program that successfully develops "leaders of tomorrow" will cultivate skill sets that enhance their ability to manage technology teams and projects. It will engage them in a process that explores changes in their mindset necessary for influencing technology organizations. The MS-EML program is an intensive project-based program for technical professionals looking to assume leadership positions in global technology organizations. It is valuable for experienced managers who intend to serve as CEOs, Directors, Vice Presidents, or C-level executives in technology companies.

**Master of Science in Engineering, Sustainability and Health (MS-ESH)**
The Master of Science in Engineering, Sustainability and Health (MS-ESH) is a 30-unit program that provides a graduate learning experience in the intersections of engineering, development, and planetary health. It consists of eight three-unit courses and a six-unit capstone. The first two courses are foundational and intended to develop a student mindset about planetary health. Following this, there are four courses dedicated to the pillars of sustainability and planetary health, namely, energy, water, food, and waste. The fifth and sixth courses provide integrative experiences that investigate cross-cutting issues. While specific projects will be run within each course across the entire program, the six-unit capstone course will be a culminating experience, involving the development and completion of a major project related to the intersection of engineering, sustainability and health. Graduates from the MS-ESH program will be well-equipped to transform their own area of practice and gain the experience and insight needed to explore new transdisciplinary career options.

## Center for Cyber Security Engineering and Technology

The University of San Diego's Center for Cyber Security Engineering and Technology (CCSET) is designed to develop and coordinate opportunities for world-class education, research, and service to address threats to information systems. CCSET assists business, government, law enforcement, and private citizens to better prepare and respond to highly motivated, highly trained adversaries who are responsible for billions in lost revenue each year; catastrophic disruptions in service; terrorism and activism; a dark web of criminal activity; and constant peril to critical infrastructure.

CCSET is committed to mitigating cyber security risks developing and coordinating opportunities for education, research, outreach, and service to secure the future prosperity and freedom of the digital realm. This effort combines the best technology, world-class curriculum and programs, and the mindset to approach the challenge holistically. Stakeholders from engineering, technology, law, policy, business, and major industry sectors will all play a role in improving cyber security. USD is committed to uniting these communities to find real solutions, and changing the mentality in cyber security from reactive to proactive.

## Faculty

## Chair

**Imane Khalil**
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## Faculty

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# Professional and Continuing Education

## University of San Diego | Online

USD's online degree programs are built to help you master the skills that matter to your career. With courses taught by top professionals in their fields, you'll gain practical knowledge you can apply immediately—not just academic theory. Small class sizes and a dedicated support team ensure you have the personalized attention needed to achieve your goals. Accessible from anywhere, our programs combine flexibility, real-world learning, and career-focused resources to empower you to "Learn It Today. Use It Tomorrow."

## Online Programs

- Master of Science in Cyber Security Operations and Leadership
- Master of Science in Law Enforcement and Public Safety Leadership
- Master of Science in Learning Design and Technology
- Master of Science in Information Technology Leadership

## Creating Learning Opportunities for More Than 50 Years!

At the University of San Diego's Division of Professional and Continuing Education (PCE), we help our students become leaders, earn the promotion, get the raise and unlock possibilities they couldn't have foreseen. More specifically, we provide learning opportunities to build upon academic and job experience in business, education, and health care to primarily support career advancement or change. With more than 500 courses and over 20 certificates, our topics range from cybersecurity, real estate finance, and non-profit management to marketing and coding. As one of the Carnegie Foundation's Community Engagement institutions, we also partner with local businesses so PCE students can apply what they've learned in the classroom and expand their professional horizons.

Certificate programs offered by PCE and information about them can be found in the PCE catalog or by choosing a program below.

- Business Programs
- Educator Programs
- English Language Academy
- Healthcare Programs

The Division of Professional and Continuing Education is an agile and innovative academic organization committed to university and community partners in ways that serve the working professionals and their employers. Thousands of returning students, current students, and employers have put their trust in PCE to provide excellent educational opportunities for their personal and professional growth.

## Mission

The Division of Professional and Continuing Education serves the expanding generations of learners through relevant, quality courses and programs that advance careers, enrich personal growth, and serve USD and the global community.

## Values

To be a student-centered educational leader of agile and innovative learning.

## Faculty

## Faculty

**Lisa Evans**
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# Graduate Faculty

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**Cory Gooding (2016)**
Associate Professor of Political Science and International Relations
BA, Haverford College; MA, PhD, University of California, Los Angeles

**Sarah C. Gray (1992)**
Professor of Environmental and Ocean Sciences
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**Catherine Griffith**
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BA, Chapman University; MA, Chapman University; PhD, University of Central Florida

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Associate Professor of Counseling
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**Mark Heckman**
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**Eben Howard**
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BSN, Dominican University; MBA, University of Rochester; PhD, University of South Carolina

**Rebekka Jez**
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BA, University of Washington, Seattle; MA, Edd, University of San Francisco

**Antonio Jiménez-Luque**
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BA, University of Barcelona; MS, University of Barcelona, PhD, Gonzaga University

**Deanna Johnston**
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BSN, San Jose University; MSN, San Diego State University; PhD, University of San Diego

**Mark Judd**
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BBA, University of San Diego; MIB, University of San Diego

**Amit Kakkad**
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**Maya Kalyanpur**
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BA, St. Stephen's College, Delhi University, Delhi, India; MA, Jawaharlal Nehru University, New Delhi India; PhD, Syracuse University, Syracuse, Ny

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**Nadine Kassity-Krich**
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BSN, San Diego State University; MBA, National University

**Ronald S. Kaufmann (1997)**
Professor of Environmental and Ocean Sciences
BS, University of Minnesota; PhD, University of California, San Diego

**Timothy P. Kelley**
Professor of Accounting
BS, Loyola-Marymount University; MBA, California State University, Long Beach; PhD, University of Houston

**Imane Khalil**
Associate Dean of Graduate Programs and Professor of Mechanical Engineering
BS, MS, PhD, University of California, San Diego

**Yong Seok Kim (2022)**
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BS, MS, MBA, Korea University; PhD, The University of Texas at San Antonio

**Kathleen Klimpel**
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BS, Rhode Island College; MSN, St. Louis University; PhD, University of San Diego

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**Marcus M. Lam**
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**Yen-Ting (Daniel) Lin**
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**Sarah Lyon (2014)**
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**Nicolas Mäder (2020)**
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**Haydar Majeed**
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BS, Chapman University; MS, University of San Diego; PhD Candidate, Colorado Technical University

**Nicolas Maeder (2020)**
Associate Professor of Economics
BA, University of St. Gallen; MA, PhD, Vanderbilt University

**Mayukh Majmudar (2022)**
Assistant Professor of Operations Management
BS, Maulana Abul Kalam Azad University of Technology; MS, PhD, Texas A&M University

**Anna Marbut**
Professor of Practice, Applied Data Science and Applied Artificial Intelligence
BA, Reed College; MS, PhD Candidate, University of Montana

**Loren L. Margheim**
Professor of Accounting
BS, Macc, University of Denver; PhD, Arizona State University

**Patricia Márquez**
Professor of Social Innovation
BA, Bowdoin College; MA, PhD, University of California Berkeley

**Kathyann Marsh**
Associate Professor and Associate Dean, Hahn School of Nursing
BSN, MSN, PhD, University of San Diego

**Cheryl Matias**
Professor of Education for Social Justice
BA, University of California, San Diego; MA, California State University, Long Beach; PhD, University of California, Los Angeles

**Ian Martin**
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BS, Loyola Marymount University; Med, Lewis and Clark College; Edd, University of Massachusetts, Amherst

**Nicole Martinez**
Associate Professor, Hahn School of Nursing
BS, University of California, Los Angeles; MSN, Western University of Health Sciences; PhD, University of San Diego

**Lauren Matkaluk (2025)**
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PhD, Arizona State University

**Kevin Maxwell**
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**Ann Mayo**
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**Timothy McCarty (2015)**
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**Topher McDougal**
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BA, Swarthmore College; MS, University of New Mexico; PhD, Massachusetts Institute of Technology

**Kathleen McKone-Sweet**
Assistant Professor of Supply Chain Management
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**Jennifer M. Miles (2019)**
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**Norm Miller**
Professor of Real Estate
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**Razel Milo**
Associate Professor, Hahn School of Nursing
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**Kacie Miura (2020)**
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BA, University of Hawaii at Manoa, MA, Yale University; PhD Massachusetts Institute of technology

**René Molenkamp**
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Mdiv, Jesuit School of Theology at Berkeley; MS, and PhD, Loyola University, Baltimore

**Sarina Chugani Molina**
Professor of Education and Associate Dean, School of Leadership and Education Sciences
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**Michelle Moore**
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**Geoffrey Morse (2008)**
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**Jennifer Mueller**
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**Vidya Nadkarni (1990)**
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**Devalina Nag (2022)**
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**Afsaneh Nahavandi**
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**Andrew Narwold**
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**Rebecca Nieman**
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**Bilijana Nikolic**
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**Noelle H. Norton (1994)**
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**Dorothy O'Hagan**
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Master's Degree, University of San Diego

**Carlton O'Neal**
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**Bethany O'Shea (2010)**
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**Orhan Ozbek**
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PhD, University of Texas, Arlington

**Jo Ellen Patterson**
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**Diane D. Pattison**
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**Jesse Perez (2019)**
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BFA, The Julliard School

**Johan Perols**
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**Naomi Probe (2024)**
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**Justine Rapp**
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**Ryan Ratcliff**
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**Carl M. Rebman Jr. (2001)**
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**Daniel Roccoto (2020)**
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**Autumn Roque**
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**Tony Rosales**
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**Amanda Roth**
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**Sheree Scott**
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**Dustin N. Sharp**
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**Ruixia Shi (2016)**
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**David Shirk (2003)**
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**GB Singh**
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PhD, UCSD Jacobs School of Engineering

**James K. Smith**
Professor of Accounting
BS, MBA, JD, Tulane University; Llm, University of San Diego; PhD, University of Arizona

**Taryn Smith (2024)**
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BA, MACC University of San Diego

**Roger Simsiman (2022)**
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MS, University of Wisconsin-Madison

**Alesia Slocum (2022)**
Clinical Professor of Innovation and Entrepreneurship
DBA, Cranfield University

**Eligio David Soliman**
Clinical Associate Professor, Hahn School of Nursing
BSN, MSN Angeles University Foundation; DNP, University of Pennsylvania

**Avi Spiegel (2011)**
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**Suzanne Stolz**
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**Abigail Stepnitz (2024)**
Assistant Professor of Political Science and International Relations
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**Steven W. Sumner**
Associate Professor of Economics
BA, Calvin College; MA, PhD, University of California, San Diego

**Marko Svetina**
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**Saundra Tabet (2019)**
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BA, University of South Alabama; MS, University of South Alabama; PhD,University of Central Florida

**Charisse Lyn Tabotabo**
Clinical Associate Professor and Assistant Director of Simulation and Innovative Learning, Hahn School of Nursing
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**Sophie Taddeo (2023)**
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BSc, Université de Montréal; MSc, McGill University; PhD, University of California, Berkeley

**Drew M. Talley (2008)**
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**Ebrahim Tarshizi**
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**Jeff Teza**
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BSEE, StonyBrook University; Executive MBA, University of California, San Diego

**Andrew R. Tirrell (2015)**
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**Charles C. Tu**
Daniel F. Mulvihill Professor of Commercial Real Estate
BS, National Chao-Tung University, Taiwan; MBA, PhD, George Washington University

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BSN, Baylor University; MSN, PhD, University of San Diego

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BA, University of California, San Diego; MA, University of Colorado, Boulder; PhD, University of Colorado, Boulder

**Adriana Vamosiu (2013)**
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**Rick C. Warne**
Professor of Accounting
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**J. Michael Williams (2003)**
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**Lee M. Williams**
Professor of Marital and Family Therapy
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**Randy Willoughby (1988)**
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**Nichole Wissman-Weber (2019)**
Assistant Professor of Management
BA, Heritage University; MA, New Mexico State University; PhD, University of Massachusetts, Boston

**Joshua Wymer**
Clinical Associate Professor, Hahn School of Nursing
BSN, Seattle University; MS, University of New Hampshire; MS, U.S. Naval War College; MSN, University of San Diego; DNP, Johns Hopkins University

**Wenli Xiao**
Assistant Professor of Operations Management, Assistant Professor of Decision Science
BS, University of Science and Technology of China; Msc, Fudan University; PhD Georgia Institute of Technology

**Min Xu (2023)**
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**Dirk S. Yandell**
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**Tito Zamalloa (2024)**
Clinica Professor of Marketing
MBA, University of California - Los Angeles

**Pengcheng (Phil) Zhu**
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Bba, Shanghai Institute of Foreign Trade; MBA, PhD Carleton University

**Carsten Zimmermann**
Associate Professor of Management
BA, Berlin School of Economics; Mphil, University of Cambridge; PhD, University of Cambridge

# All Programs

## Graduate Certificate in Conflict Resolution for Healthcare Leaders (Kroc School of Peace Studies)

### Program Overview

**Program Title**
Graduate Certificate in Conflict Resolution for Healthcare Leaders

**Program Type**
Certificate

**College/School**
Kroc School of Peace Studies

**Program Level**
Graduate

**Degree Designation**
Graduate Certificate

**Catalog Full Description**
**Graduate Certificate in Conflict Resolution for Healthcare Leaders**
The Graduate Certificate in Conflict Resolution for Healthcare Leaders is a 9-unit program designed for healthcare professionals seeking to enhance their ability to lead and work effectively with interprofessional teams. The program provides participants with the skills necessary to navigate and resolve conflicts in diverse healthcare settings, including hospitals, community agencies, and healthcare organizations.

The curriculum integrates evidence-based frameworks and practical tools, emphasizing four key domains of interprofessional collaboration from the Sunnybrook Framework: clinical and professional practice and care, education, research and quality improvement and approaches to leadership. Through case studies, simulations, and applied projects, students will develop expertise in fostering collaboration, improving team dynamics, facilitating difficult conversations, mediating disputes, and implementing conflict resolution strategies. Graduates of this program will be well-prepared to lead with confidence, influence positive organizational change, and ensure the delivery of safe, patient-centered care.

### Program Requirements

**Requisites**

| | | |
|---|---|---|
| **REQUIRED COURSES** | | |
| MSNC 600 | Healthcare Leadership | 3 Units |
| KROC 532 | Negotiations | 3 Units |
| **ELECTIVE COURSES* (Select 1)** | | |
| KROC 5*3* | Mediation | 3 Units |
| KROC 594 | Organizational Conflict | 3 Units |
| KROC 594 | Facilitation and Dialogue | 3 Units |

*Learning Outcomes course may be substituted in its place with approval from the Student Learning Outcomes and Assessment Plan

(include curricular assessment map)

| | HC LEADERSHIP | NEGOTIATIONS | MEDIATION | ORGANIZATIONAL CONFLICT |
|---|---|---|---|---|
| **GLO1** | X | X | X | X |
| **GLO2** | X | X | X | X |
| **GLO3** | X | X | X | X |
| **GLO4** | X | X | X | X |
| **GLO5** | X | X | X | X |
| **GLO6** | X | X | X | X |

## MA Organizational Leadership

### Program Overview

**Program Title**
Organizational Leadership

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Master of Arts

**Catalog Full Description**
This master's degree is awarded, in passing, to students enrolled in the Doctor of Education (EdD) in Organizational Leadership in the Department of Leadership Studies at USD.

## Program Requirements

**Requisites**

## Degree Requirements

| | | |
|---|---|---|
| LEAD 691A | Collaborative Learning Module | 1 |
| LEAD 670A | Self, Groups and Systems: Systems Thinking and Organizational Dynamics | 1 |
| LEAD 671A | Foundations of Organizational Leadership | 1 |
| LEAD 672A | Critical Thinking and Research Methods I | 1 |
| LEAD 670B | Self, Groups and Systems: Systems Thinking and Organizational Dynamics | 1 |
| LEAD 671B | Foundations of Organizational Leadership | 1 |
| LEAD 691B | Collaborative Learning Module | 1 |
| LEAD 672B | Critical Thinking and Research Methods I | 1 |
| LEAD 673 | Human Relations for Leaders | 3 |
| LEAD 670C | Self, Groups and Systems: Systems Thinking and Organizational Dynamics | 1 |
| LEAD 691C | Collaborative Learning Module | 1 |
| LEAD 671C | Foundations of Organizational Leadership | 1 |
| LEAD 672C | Critical Thinking and Research Methods I | 1 |
| LEAD 674A | Organizational Assessment and Performance Improvement | 1 |
| LEAD 675A | Leading Change in Complex Organizations | 1 |
| LEAD 672A | Collaborative Learning Module | 1 |
| LEAD 674A | Organizational Assessment and Performance Improvement | 1 |
| LEAD 675B | Leading Change in Complex Organizations | 1 |
| LEAD 676A | Sustainable Organizational Leadership | 1 |
| LEAD 675B | Leading Change in Complex Organizations | 1 |
| LEAD 674C | Organizational Assessment and Performance Improvement | 1 |
| LEAD 692B | Collaborative Learning Module | 1 |
| LEAD 677A | Organizational Consulting | 1 |
| LEAD 678A | Critical Thinking and Research Methods II | 1 |
| LEAD 677B | Organizational Consulting | 1 |
| LEAD 692C | Collaborative Learning Module | 1 |
| LEAD 678B | Critical Thinking and Research Methods II | 1 |

| | | |
|---|---|---|
| LEAD 677C | Organizational Consulting | 1 |
| LEAD 678C | Critical Thinking and Research Methods II | 1 |
| LEAD 676B | Sustainable Organizational Leadership | 1 |
| LEAD 676C | Sustainable Organizational Leadership | 1 |

**Learning Objectives**

## Graduate Certificate in Social Entrepreneurship

### Program Overview

**Program Title**
Graduate Certificate in Social Entrepreneurship

**Program Type**
Certificate

**College/School**
Kroc School of Peace Studies

**Program Level**
Graduate

**Degree Designation**
Graduate Certificate

**Catalog Full Description**

## Graduate Certificate in Social Entrepreneurship

Social entrepreneurship is an emerging field that combines business, innovation, and entrepreneurial approaches to address pressing social and environmental challenges. This graduate-level certificate program provides a unique opportunity to explore diverse organizational models—non-profit, for-profit, hybrid entities, and innovative ownership structures like Employee Stock Ownership Plans, co-ops, and Benefit Corporations—all aimed at creating sustainable social impact.

Designed for early- and mid-career professionals, the Certificate in Social Entrepreneurship offers a focused, flexible, and practical curriculum. Students will gain the skills and tools necessary to design innovative business models, tackle systemic social problems, and build resilient, purpose-driven organizations.

The three core courses and practicum are structured to build upon one another, allowing participants to apply their knowledge in real-world contexts. The certificate can be completed in as little as two semesters, and options are available for both current graduate students and non-degree professionals.

### Program Requirements

**Requisites**

| COURSE | DESCRIPTION | UNITS |
|---|---|---|
| **KROC 523** | **Social Entrepreneurship** | **3 units (Fall semester)** |
| **KROC 526** | **Design thinking** | **1 unit (Fall semester)** |
| **KROC 594** | **Reimagining Capitalism*** | **3 units (spring semester)** |
| **KROC 524** | **Practicum Project**** | **2 units (intercession or spring semester)** |

*If KROC 594 is not offered, an elective course may be substituted in its place with approval.

**MBA students may substitute GSBA 519: Social Impact Consulting by arrangement.

*Current Kroc School and USD graduate students interested in the Certificate in Social Entrepreneurship do not need to apply. Students should consult their faculty advisor and submit a petition form to the Kroc School.*

**Learning Outcomes**
Learning Outcome 1: Knowledge

Students will gain knowledge needed to frame, interpret and solve complex social issues, through innovative, effective solutions.

Learning Outcome 2: Diverse Perspectives

Students will develop tools such as information literacy, problem framing, multi-perspective and systemic thinking for identifying, analyzing and addressing social issues in a variety of contexts.

Learning Outcome 3: Critical Inquiry

Students will integrate knowledge and skills to ideate and design sustainable, innovative solutions to social issues across multiple contexts using trans-disciplinary frameworks.

Learning Outcome 4: Applied Learning

Students will be able to communicate effectively through teamwork as well as in presenting ideas orally and in writing to peers and external audiences.

Learning Outcome 5: Ethical Reasoning

Students will enhance their ethical awareness in efforts to produce positive social change by learning more about themselves, and in their relation to others.

## Combined MA/MEd Teacher Education Program (CTEP)

### Program Overview

**Program Title**
Combined BA/MEd Teacher Education Program (CTEP)

**Program Type**
Non-Program Course List

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Non-Degree

**Catalog Full Description**
USD offers a five-year Combined BA/MEd Teacher Education Program (CTEP) Program offered jointly by the College of Arts and Sciences and the School of Leadership and Education Sciences, resulting in the conferral of a BA in Liberal Studies, a preliminary Multiple Subject teaching credential, and an MEd in Curriculum and Instruction. The CTEP program allows students to complete the BA in Liberal Studies at the end of the fourth year of the program, will obtain the preliminary Multiple Subject teaching credential after the ninth semester (4.5 years), once the full-time student teaching has been completed, and receive the MEd in Curriculum and Instruction after completion of the fifth year. Please contact Margaret Daley (mdaley@sandiego.edu), PhD, Liberal Studies Program Director, for additional details as program sequencing will vary. This program is only open to current USD students pursing a Liberal Studies major.

## Program Requirements

**Requisites**

| | | |
|---|---|---|
| FIRST YEAR | | |
| | | |
| SEMESTER I | | UNITS |
| EDTE 513P | Positive Behavior Supports for Family, School, and Community Engagement | 3 |
| EDTE 514 | Educational Research Methods | 3 |
| EDTE 553F | General Education Student Teaching and Seminar | 3 |
| EDUC 5XX<br>or<br>EDTE 5XX ELECTIVE2 | Course EDUC 5XX Not Found<br>Course EDTE 5XX ELECTIVE Not Found | 3 |
| | | |
| SEMESTER II | | |
| EDTE 515S | Capstone Seminar | 3 |
| EDTE 516 | Technology & Learning | 3 |
| EDTE 554F | Education Specialist Student Teaching and Seminar - Mild Moderate | 3 |
| EDUC 5XX<br>or<br>EDTE 5XX ELECTIVE(2) | Course EDUC 5XX<br>Course EDTE 5XX ELECTIVE | 3 |
| **SENIOR YEAR** | | **UNITS** |
| | | |
| EDTE 317P(1) | Assessment: Pre-Referral to Collaborative Support | 3 |
| EDTE 452P(1) | Clinical Experience: Extended Practicum | 3 |

**1** Students may apply these 6 units of coursework toward the requirements for both the BA and MEd degrees.

**2** Choose 3 units of elective with Advisor Approval.

Grades of B- or better are required in all credential courses, including student teaching.

## International Requirement

At SOLES, all masters and doctoral students participate in an international experience designed to support the growth of cultural competency. Our goal is to inform best practices in working with culturally diverse populations locally, nationally and globally. International experiences are approved by each student's faculty advisor and can be credit based or non-credit based activities. For CTEP students, this may be met at the undergraduate or graduate level, as long as specific criteria are satisfied.

## Exit Requirement - Masters

Capstone Research Project

## Exit Requirement - Credential

California Teacher Performance Assessment (CalTPA)

# International School Counseling Certificate

## Program Overview

**Program Title**
International Sch Counseling

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Graduate Certificate

**Catalog Full Description**
The Certificate in International School Counseling is comprised of 10 units of graduate level coursework designed to provide candidates with the knowledge, skills, and dispositions needed to effectively provide counseling and develop school counseling programs in International Schools. Certificate candidates will acquire a working knowledge of career, academic, and social-emotional counseling specifically focused for educators and counselors wanting to and working in international schools.

## Program Requirements

**Requisites**

**COUN 563 Multicultural Counseling Skills for International School Counselors (3 Units)**

To be a counselor in an international school requires culturally focused skills and sensitivities. This course explores the skills and resources necessary to be a culturally competent counselor and provides a practical approach to running effective School Counseling programming for international school communities. Through case presentations, simulations, and other active participation strategies, participants will explore and practices skill related to:

• The ideal and real role of the International School Counselor

• Third Culture Kids and Adults

• Understanding and supporting students, parents and teachers cope with transient populations

• Ethical cultural dilemmas faced by International School Counselors

**COUN 565 Crisis & Trauma Prevention and Intervention in International School Counseling (3 Units)**

It is inevitable that school crisis occur. In international schools, school counselors are the first responders or members of the school's crisis team. The purpose of this course is to prepare students for dealing with crisis situations they will encounter as an International School Counselor. Students will spend time reflecting on how people deal with crises, exploring their own crisis experiences, and begin to develop skills for crisis intervention. Students will also examine some of the relevant research on crises, resolution, and resilience for International Populations. However, the major focus throughout the course will be on applying principles of crisis response to cases encountered in practice. Prior cases have included:

• Grief and Bereavement

• Bullying

• Violence Prevention

• Cultural Adjustment and Transition

• Suicide and Suicidal Ideation

• Family Conflict and Violence (a particularly challenging area of international practice)

**COUN 566 International Career and College Readiness (3 Units)**

The links between education, career development, and college attendance are extraordinarily complex. A huge selling point for attending an international school is its competitiveness and ability to prepare a student for success in college and career. While this preparedness is important, this course presents foundational resources that help school counselors to remain focused on the healthy development of a "why" that will allow students to best navigate educational and career decision making. Through a series of case studies, collaborative learning strategies, and interactive simulations, participants will:

• Examine the career development process and interventions for children, and adolescents within a culture-centered perspective.

• Study of theorists, vocational assessment processes, and occupational and psychological information systems.

• Gain valuable insight into the inner-workings of university admission offices, with a focus on the multiple factors impacting each decision to admit or deny a student.

• Understand the offerings and requirements of university systems in the US, Canada, Australia and the UK

• Develop the tools needed to help families and students form an effective university application list

• Increase knowledge of the financial aid and scholarship process in the United States

**COUN 567 Applied Theories and Techniques in International School Counseling (1 Unit)**

Departing from the case-study format, this course offers students an opportunity to learn and practice new skills in a safe environment. Solution Focused Brief Counseling allows students real strategies that they can experiment in their own practice during this condensed course. The main mode of instruction for this course is roleplay, practice and reflection.

# Arts and Culture Leadership Certificate

## Program Overview

**Program Title**
Arts Culture Leadership Cert

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Graduate Certificate

**Catalog Full Description**
This certificate provides an opportunity to closely examine complex issues in leadership in the arts and culture sector. Cultural leaders who participate in all three courses will become knowledgeable in addressing the challenges related to audience, private-sector competition, engagement, advocacy, facilities and more.

These courses will take students from the classroom to cultural destinations around the San Diego region for first-hand observation and experiences. Travel to other regions in California will encourage a deeper look into the challenges and opportunities for 21st century organizations in the areas of equity, inclusion and diversity.

A foundational class, *Leadership in the Arts and Culture Sector,* will cover essential and timely topics in arts and cultural leadership, including stewardship, infrastructure, operational needs, earned income, and the role and economic impact of the arts and culture sector on the San Diego region. The second course, *Leading Visitor-Facing Nonprofits,* will address needs, expectations, barriers and financial issues related to the visitor experience, which is an essential area of knowledge for arts and culture leaders. Through a travel experience, *Arts and Culture Leadership Institutional Tour*, students will examine how organizations across California deliver access and programs for diverse audiences. Students will also have the opportunity to discuss government's role in the arts and culture sector at the local, state and federal levels.

Each course is 3 graduate units. The *Arts and Culture Leadership Institutional Tour* course requires students to have taken at least one of the other two courses.

Current students in the MA in Nonprofit Leadership and Management program may pursue this series as a specialization within their MA program. Graduate students in other programs are encouraged to see advice from their advisor before enrolling in this certificate.

| | |
|---|---|
| Entrance Semesters | Spring and Fall<br>(Not all terms are available every academic year) |
| Application Deadlines | Visit www.sandiego.edu/soles/admissions/deadlines.php |
| Minimum Grade Point Average | 3.0 (4.0 scale) in all undergraduate coursework |
| Standardized Admission Test | Not required. 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. |
| Additional Requirements | An interview may be required for admission. |
| | Resume |
| | Statement of Purpose |
| | Two letters of recommendation |

## Program Requirements

**Requisites**

## Requirements for the Certificate

| | | |
|---|---|---|
| LEAD 525 | Leadership in the Arts and Culture Sector | 3 |
| LEAD 526 | Leading Visitor-Facing Nonprofits | 3 |
| LEAD 527 | Arts and Cultural Leadership Institutional Tour | 3 |
| **Total Units** | | **9** |

Students who wish to earn a graduate certificate must complete 9 total units of study. Interested parties may elect to take only one or two courses as professional development.

# Leadership Coaching Certificate

## Program Overview

**Program Title**
Leadership Coaching Cert

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Graduate Certificate

**Catalog Full Description**
The Leadership Coaching Certificate provides students an opportunity to complete the requirements necessary to earn a nationally recognized credential in an emerging field.

The University of San Diego's Leadership Coaching Certificate is a comprehensive program that uses proven approaches to prepare established and aspiring coaches with the skills needed to advance their professions. These approaches are unique in helping coaches become reflective practitioners who are able to bring quality and depth to their work in a range of professional settings. An emphasis is placed on developing the coach as an instrument of practice, where the relationship with the client is at the center.

Professionals with established coaching practices, those who are new to the field, educators, human resource officers and those from related careers are ideal candidates. Consultants and clinicians can also benefit greatly from the program. Managers who find that coaching is increasingly an expectation in their work will also find value in completing these courses. USD graduate students can sometimes use these courses towards their MA or PhD program elective courses.

The University of San Diego, Department of Leadership Studies is a BCC founding CCE-approved coach training provider for the Executive Leadership Coaching certification preparation. Participants who successfully complete all five courses will be eligible for the Board Certified Coach credential (BCC) exam through the Center for Credentialing and Education. In addition, they will have the training and mentor hours required to apply for an ACC or PCC credential through the ICF via the Portfolio Path. Details regarding what this entails can be found on the ICF's website www.coachfederation.org.

Upon successful completion of the certificate, participants will be able to:

- Coach individuals, teams, and groups
- Consistently demonstrate coaching skills aligned with ICF core competencies
- Self-observe and self-correct to avoid situations that compromise coaching
- Use a holistic, developmental approach to coaching
- Apply performance/situational coaching practices where relevant
- Recognize and deal with cultural differences and assist clients in doing the same
- Co-create fieldwork tailored to support and stabilize client development

| | |
|---|---|
| Entrance Semesters | Fall and Spring (not all terms are available every academic year) |
| Application Deadlines | Visit www.sandiego.edu/soles/admissions/deadlines.php |
| Minimum Grade Point Average | 3.0 (4.0 scale) in all undergraduate coursework |
| Standardized Admission Test | Not required. 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. |
| | Resume |
| | Statement of Purpose |
| | Two letters of recommendation |

### Program Requirements

**Requisites**

## Requirements for the Certificate

| | | |
|---|---|---|
| LEAD 533 | Foundations of Leadership Coaching | 3 |
| LEAD 566 | Core Competencies of Leadership Coaching | 3 |
| LEAD 544 | Building Professional Practice in Coaching | 2 |
| LEAD 593P | Practicum in Leadership Coaching | 1 |
| LEAD 551 | Human Relations for Leaders | 3 |

### Exit Requirement - Final Performance Evaluation

The program has an exit requirement of a final live evaluation of coaching skills that will take place at the end of LEAD 544. In order to pass this live performance evaluation, students need to meet the ICF core competencies at the PCC level.

# Restorative Justice Facilitation and Leadership Certificate

### Program Overview

**Program Title**
Restorative Justice Fac Ldrsp

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Graduate Certificate

**Catalog Full Description**
This certificate provides a comprehensive introduction to Restorative Justice facilitation through online coursework and a skill-building intensive workshop at USD. This hybrid program enables students to complete the introductory and capstone courses online and at home. The skill-building intensive is a five-day course held on campus at the University of San Diego and an important opportunity for face-to-face experiential learning and direct coaching.

We invite you to learn more about this certificate and Restorative Justice at our Center for Restorative Justice website.

| | |
|---|---|
| Entrance Semesters | Fall or Spring |
| Application Deadlines | Visit www.sandiego.edu/soles/admissions/deadlines.php |
| Minimum Grade Point Average | 3.0 (4.0 scale) in all undergraduate coursework |
| Standardized Admission Test | Not required. 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. |
| | Resume |
| | Statement of Purpose |
| | Two letters of recommendation |

### Program Requirements

**Requisites**

| | | |
|---|---|---|
| LEAD 540 | Introduction to Restorative Justice: A Global Social Movement | 3 |
| LEAD 541 | Restorative Justice Facilitation Skill-Building Intensive | 3 |
| LEAD 542P | Restorative Justice Leadership in Practice | 3 |

# TESOL Certificate

### Program Overview

**Program Title**
TESOL

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Graduate Certificate

**Catalog Full Description**
The Certificate in Teaching English to Speakers of Other Languages (TESOL) is comprised of 15 units of graduate level coursework designed to provide candidates with the knowledge, skills and dispositions needed to effectively teach English to English Language Learners.

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.

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) 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 TESOL, Literacy and Culture with the TESOL certificate option.

### Program Requirements

**Requisites**

## Course Requirements

| | | |
|---|---|---|
| EDUC 529 | Language, Literacy and Culture | 3 |
| EDUC 540 | Introduction to the Nature of Language and Linguistic | 3 |
| EDUC 541 | Second Language Acquisition and Development | 3 |
| EDUC 543C | Methods of Teaching English to Speakers of Other Languages | 6 |
| **Total Units** | | **15** |

# Trauma Awareness and Resilience Certificate

## Program Overview

**Program Title**
Trauma-Awareness Cert SOLES

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Graduate Certificate

**Catalog Full Description**
The School of Leadership and Education Sciences 9-unit Interdisciplinary Graduate Certificate in Trauma awareness, resilience, thriving, and restorative approaches across the professions. This certificate is designed for professionals across multiple sectors as well as graduate students interested in expanding their awareness of stress, trauma, and adaptive capacity, developing skills in trauma-sensitive and restorative approaches, and recognizing promotive factors for individual and collective resilience in the field.

This Interdisciplinary Certificate in Trauma Awareness and Resilience is anchored on an ethical framework that guides our philosophy and practices on restorative and emotional justice, culturally responsive and inclusive approaches, and a theoretical foundation of trauma, including the effects of traumatic events on the development of one's behaviors in schools, community agencies or the workplace. The certificate provides a general overview of the prevalence, impact, and expression of trauma, the universality and uniqueness of potentially traumatic experiences, and the science of toxic stress and the developing brain, integrated with an introduction to the science of human resilience in the face of ongoing adversity and the aftermath of traumatic events. These understandings will inform an action-oriented culminating project where individuals demonstrate the application of trauma-aware practice that is reflective, proactive, and supportive towards the diverse populations they serve.

### Program Requirements

**Requisites**

## Foundations Course

| | | |
|---|---|---|
| **Required for All Certificate Students** | | **3 units** |
| EDTE 522 | Foundations in Trauma Awareness, Resilience, and Restorative Approaches Across the Professions | 3 |
| or LEAD 532 | Foundations in Trauma Awareness, Resilience, and Restorative Approaches Across the Professions | |
| or KROC 594 | Special Topics Course | |

## Interdisciplinary Course Options

| | | |
|---|---|---|
| **CHOOSE ANY 2 (TWO) COURSES FROM THE LIST BELOW** | | **Minimum 6 units** |
| **School of Leadership and Education Sciences Options** | | |
| EDTE 513P | Positive Behavior Supports for Family, School, and Community Engagement | 3 |
| LEAD 540 | Introduction to Restorative Justice: A Global Social Movement | 3 |
| LEAD 569 | Making Meaning and the Collegiate Experience | 3 |
| **Law School Options** | | |
| LWPP 545 | Course LWPP 545 Not Found (Mental Health Law) | 3 |
| LWCR 538 | Course LWCR 538 Not Found (Human Trafficking) | 3 |
| LWFC 546 | Course LWFC 546 Not Found (Juvenile Law) | 3 |
| **Kroc School of Peace Studies Options** | | |
| KROC 530 | Conflict Analysis & Resolution | 3 |
| KROC 576 | Peace & Spirituality | 2 |
| KROC 577 | Intercultural Competency (Intercultural Competency) | 2 |
| KROC 592 | Workshops (Stress Resilience: Science and Practice) | 1 |
| KROC 594 | Special Topics Course (Facilitation and Dialogue ) | 3 |
| **Franciscan School of Theology Options** | | |
| CE 614 | Course CE 614 Not Found (Leadership Ethics for Work with Migrants and Migration) | 3 |
| SP 603 | Course SP 603 Not Found (Spirituality of Dying and Death) | 3 |

### Certificate Exit Requirement:

- Culminating Trauma-Informed Certificate Project

  *(The Culminating Trauma-Informed Certificate Project is embedded in the foundations course for those pursuing the certificate.)*

### Law School and Franciscan School of Theology Course Options

- Course information for the **Law School Options** may be found online via their Course Descriptions webpage.
- Course information for the **Franciscan School of Theology Options** may be found online via their Course Descriptions webpage.

**Learning Outcomes**

# Graduate Certificate in Mediation & Conflict Resolution

## Program Overview

**Program Title**
Graduate Certificate in Mediation Conflict Resolution

**Program Type**
Certificate

**College/School**
Kroc School of Peace Studies

**Program Level**
Graduate

**Degree Designation**
Graduate Certificate

**Catalog Full Description**

## Certificate in Mediation & Conflict Resolution

Conflict is a natural and inevitable part of human interaction, but it also holds the power to transform individuals, communities, and systems. The Certificate in Mediation & Conflict Resolution at the Joan B. Kroc School of Peace Studies equips students with the tools to navigate conflict constructively and drive meaningful change in their workplaces, communities, and broader systems.

This program combines theory with practice to prepare students to analyze conflicts, manage difficult conversations, and design interventions that mitigate conflict and promote collaboration. Whether you're working in the nonprofit sector, corporate leadership, education, or public policy, the skills you'll develop will help you transform conflict into an opportunity for growth and innovation.

***Program Highlights***

o *Practical, Hands-On Training*: Participate in simulations, role-playing exercises, and real-world projects to apply what you learn.

o *Systems Change*: Understand how conflicts are connected to larger social, cultural, and organizational systems—and how to address them to create long-term change.

o *Collective Learning*: Learn alongside peers from different fields- study the challenges around us and build a tool kit to help improve them.

o *Expert Faculty & Mentors*: Learn from professionals with extensive experience in mediation, facilitation, and conflict transformation across diverse fields.

**Requirements for the Certificate**

The three courses that make up the certification are designed to build upon one another, with content and expectations compounding. The certificate can be completed in a minimum of two semesters. KROC 530 and KROC 531 may be taken concurrently or individually and must be completed prior to enrollment in KROC 531

**Required Courses for Certificate Completion**

Required courses are offered both in hybrid and in-persona modalities. Hybrid courses have a required intensive week-long residency that takes place in San Diego or Madrid, Spain. Check course schedules for current and upcoming offerings. Please note both modalities are not offered every semester and residency location rotates.

### Program Requirements

**Requisites**
**REQUIRED COURSES**

*Required courses are offered both in hybrid and in-persona modalities. Hybrid courses have a required intensive week-long residency that takes place in San Diego or Madrid, Spain. Check course schedules for current and upcoming offerings. Please note both modalities are not offered every semester and residency location rotates.*

| | | |
|---|---|---|
| KROC 530 | Conflict Analysis & Resolution | 3 Units |
| KROC 533 | Mediation | 3 Units |

**ELECTIVES (Select 1)**

*Elective courses are offered in varying formats including online, in-person, and hybrid. Course modality and availability vary by semester. Check course schedules for current and upcoming offerings.*

| | | |
|---|---|---|
| KROC 531 | Intervention Design | 3 Units |
| KROC 513 | Program Design, Monitoring, & Evaluation | 3 Units |
| KROC 532 | Negotiations | 3 Units |
| KROC 594 | Facilitation & Dialogue | 3 Units |

*Non-Kroc electives will be considered on a case-by-case basis with approval from the Program Director.*

**Learning Outcomes**
Learning Outcome 1: Knowledge

Students will develop and apply the knowledge and skills required to resolve and manage conflict in a broad range of settings.

Learning Outcome 2: Diverse Perspectives

Students will be able to apply environmental, social and cultural lenses to conflict management and resolution in order to understand the complex and varying needs of people from different backgrounds and perspectives.

Learning Outcome 3: Critical Inquiry

Students will be able to analyze and research conflicts ethically and impartially, while effectively engaging with complex and competing narratives.

Learning Outcome 4: Applied Learning

Students will be able to apply interdisciplinary skills to address and transform a variety of different types of conflicts in local, national and international situations.

Learning Outcome 5: Communication

Students will be able to communicate effectively in different and challenging contexts, clearly communicating their knowledge while incorporating conflict management and resolution techniques.

Learning Outcome 6: Ethical Reasoning

Students will be able to apply ethical reasoning to analyze the causes and drivers of conflict, and assess the potential impact of diverse resolution and management approaches.

## DNP Dual Adult Gerontology/Family Nurse Practitioner

### Program Overview

**Program Title**
Primary Care AGNP/FNP

**Program Type**
Major

**College/School**
Hahn School of Nursing

**Program Level**
Doctoral

**Degree Designation**
Doctor of Nursing Practice

**Catalog Full Description**
The Doctor of Nursing Practice (DNP) program is designed to prepare leaders for the nursing profession who have expertise in advanced nursing practice with an individual specialization. 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. The Dual Adult-Gerontology Nurse Practitioner/Family Nurse Practitioner (AGNP/FNP) track prepares nurse practitioners to provide primary care and case management services for adolescents, adults, and older adults, including frail older adults and their families, as well as individuals and families throughout the lifespan from birth through end of life. Graduates are eligible for dual certification as Nurse Practitioners in the state of California and national certification by ANCC or AANP as Primary Care Adult-Gerontology Nurse Practitioners (AGNPs) and Family Nurse Practitioners (FNPs).

Graduates are eligible to sit for certification as a:

- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP-BC) through the American Nurses Credentialing Center (ANCC), or
- Adult-Gerontology Primary Care Nurse Practitioner (A-GNP) through the American Academy of Nurse Practitioners Certification Board (AANPCB) and
- Family Nurse Practitioner, Board Certified (FNP-BC) through the American Nurses Credentialing Center (ANCC), or
- Family Nurse Practitioner, Certified (FNP-C) through the American Academy of Nurse Practitioners Certification Board (AANPCB)

## Program Requirements

**Requisites**

| | | |
|---|---|---|
| **MSN Core** | | **12** |
| MSNC 611 | Foundations of Evidence-Based Practice in Nursing | 3 |
| MSNC 612 | Population Health | 3 |
| MSNC 640 | Healthcare Information and Communication Management | 3 |
| DNPC 661 | Leadership, Advocacy, and Quality Improvement I | 1 |
| DNPC 662 | Leadership, Advocacy, and Quality Improvement II | 2 |
| **APRN Core** | | **10** |
| APNC 620 | Advanced Pathophysiology | 3 |
| APNC 621 | Advanced Health Assessment | 3 |
| APNC 621L | Advanced Health Assessment Lab | 1 |
| APNC 623 | Pharmacology in Health Management | 3 |
| **FNP Component** | | **28** |
| NPTC 630 | Role of the Nurse Practitioner | 1 |
| NPTC 631 | Primary Care I: Health Promotion and Disease Prevention Across the Lifespan | 3 |
| NPTC 631P | Primary Care I Practicum: Health Promotion and Disease Prevention Across the Lifespan | 3 |
| NPTC 632 | Primary Care II: Common Acute Conditions Across the Lifespan | 4 |
| NPTC 632P | Primary Care II Practicum: Common Acute Conditions Across the Lifespan | 3 |
| NPTC 633 | Primary Care III: Common Chronic Conditions Across the Lifespan | 4 |
| NPTC 633P | Primary Care III Practicum: Common Chronic Conditions Across the Lifespan | 3 |
| NPTC 634 | Primary Care IV: Complex Acute and Chronic Conditions Across the Lifespan | 4 |
| NPTC 634P | Primary Care IV Practicum : Complex Acute and Chronic Conditions Across the Lifespan | 3 |
| **AGNP Component** | | **8** |
| NPTC 635 | Primary Adult/Gerontology Health Care | 3 |
| NPTC 635P | Primary Adult/Gerontology Health Care Practicum | 5 |
| **DNP Component** | | **23** |
| DNPC 600 | Orientation to the DNP Scholarly Project Series | 1 |
| DNPC 601 | DNP Scholarly Project: Planning and Development | 1 |
| DNPC 602 | DNP Scholarly Project: Conceptualization and Planning Proposal | 1 |
| DNPC 603 | DNP Scholarly Project: Implementation | 1 |
| DNPC 604 | DNP Scholarly Project: Evaluation | 2 |
| DNPC 605 | DNP Scholarly Project: Dissemination | 1 |
| DNPC 613 | Advanced Application of Evidence-Based Practice | 3 |
| DNPC 631 | Role of the Nurse with a Doctor of Nursing Practice | 2 |
| DNPC 650 | Data Analysis and Evaluation | 3 |
| DNPC 651 | Health Policy and Advocacy in Nursing Practice | 2 |
| DNPC 670 | Advanced Leadership & Finance | 3 |
| | Elective | 3 |

| | |
|---|---|
| **Total Units** | **81** |

**Learning Outcomes**

For the **Doctor of Nursing Practice** program, the following learning outcomes must be achieved in preparation for APRN practice:

1. Evaluate knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.
2. Create a person-centered care plan for individuals and significant others based on scientific knowledge to facilitate positive outcomes and healthcare equity.
3. Advocate for population health that spans the healthcare continuum.
4. Design safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
5. Design, implement, and evaluate health care delivery systems and information systems that meet societal needs and ensure accountability for quality outcomes.
6. Formulate interprofessional partnerships through intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Manage resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Facilitate the use of informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.
9. Establish a sustainable, ethical professional identity that reflects nursing's attributes and values.
10. Encourage participation in activities and self-reflection to nurture personal, professional, and leadership development.

# DNP Adult Gerontology Clinical Nurse Specialist Program

## Program Overview

**Program Title**
Doctor of Nursing Practice, BSN to DNP Adult Gerontology Clinical Nurse Specialist Program

**Program Type**
Major

**College/School**
Hahn School of Nursing

**Program Level**
Doctoral

**Degree Designation**
Doctor of Nursing Practice

**Catalog Full Description**

The Doctor of Nursing Practice (DNP) program is designed to prepare leaders for the nursing profession who have expertise in advanced nursing practice with an individual specialization. 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. The Adult-Gerontology Health Clinical Nurse Specialist (CNS) track prepares nurses for an advanced practice registered nurse (APRN) role as an expert in the care of adults. Clinical nurse specialists are one of the four types of advanced practice registered nurses. Adult–Gerontology Clinical Nurse Specialists are expert clinicians with advanced education in a specialized area of nursing practice (including nut not limited to women's health (perinatal), critical care, oncology, emergency/trauma, and ambulatory care) who work in a wide variety of health care settings, such as a hospital, private practice, or a clinic. Clinical nurse specialists provide diagnosis, treatment, and ongoing management of patients who are acutely or chronically ill. They also provide expertise and support to nurses caring for patients at the bedside, help drive practice changes throughout the organization, and ensure the use of best practices and evidence-based care to achieve the best possible patient outcomes. CNSs have the skills and expertise to identify gaps in health care delivery and to help design, implement, assess and evaluate health care interventions to improve health care delivery and outcomes.

Graduates are eligible for certification as Clinical Nurse Specialists in the State of California and for national certification as Adult Health/ Adult-Gerontology Clinical Nurse Specialists by the American Nurses Credentialing Center and the American Association of Critical Care Nurses (AACN).

## Program Requirements

**Requisites**

| | | |
|---|---|---|
| **MSN Core** | | **9** |
| MSNC 611 | Foundations of Evidence-Based Practice in Nursing | 3 |
| MSNC 612 | Population Health | 3 |
| MSNC 640 | Introduction to Health Care Information Management | 3 |
| **AGCNS Component** | | **41** |
| APNC 620 | Advanced Pathophysiology | 3 |
| ACNS 621 | Advanced Physical Assessment | 4 |
| ACNS 624 | Advanced Pharmacology | 3 |
| ACNS 619 | CNS Specialty Role and Practice Foundations | 3 |
| ACNS 632 | Adult-Gerontology I: CNS Practice in the Patient Sphere | 3 |
| ACNS 632P | Adult-Gerontology I: CNS Practice in the Patient Sphere Practicum | 4 |
| ACNS 634 | Adult-Gerontology II: CNS Practice in the Nurse Sphere | 3 |
| ACNS 634P | Adult-Gerontology II: CNS Practice in the Nurse Sphere Practicum | 3 |
| ACNS 636 | Adult Gerontology III: CNS Practice in the Organizational/ Systems Sphere | 3 |
| ACNS 636P | Adult Gerontology III: CNS Practice in the Organizational/ Systems Sphere Practicum | 4 |
| ACNS 638 | Adult Gerontology IV: Advanced CNS Practice | 3 |
| ACNS 638P | Adult Gerontology IV: Advanced CNS Practice Practicum | 5 |
| **DNP Component** | | **24** |
| DNPC 600 | Orientation to the DNP Scholarly Project Series | 1 |
| DNPC 601 | DNP Scholarly Project: Planning and Development | 1 |
| DNPC 602 | DNP Scholarly Project: Conceptualization and Planning Proposal | 1 |
| DNPC 603 | DNP Scholarly Project: Implementation | 1 |
| DNPC 604 | DNP Scholarly Project: Evaluation | 2 |
| DNPC 605 | DNP Scholarly Project: Dissemination | 1 |
| DNPC 613 | Advanced Applications of Evidence-Based Practice | 3 |
| DNPC 631 | Role of the Nurse with a Doctor of Nursing Practice | 2 |
| DNPC 650 | Data Analysis and Evaluation | 3 |
| DNPC 651 | Health Policy and Advocacy in Nursing Practice | 2 |
| DNPC 671 | Quality and Advocacy in Healthcare Systems I | 1 |
| DNPC 672 | Quality and Advocacy in Healthcare Systems II | 2 |
| | Electives | 4 |
| **Total Units** | | **74** |

**Learning Outcomes**
For the **Doctor of Nursing Practice** program, the following learning outcomes must be achieved:

1. Evaluate knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.
2. Create a person-centered care plan for individuals and significant others based on scientific knowledge to facilitate positive outcomes and healthcare equity.
3. Advocate for population health that spans the healthcare continuum.
4. Design safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
5. Design, implement, and evaluate health care delivery systems and information systems that meet societal needs and ensure accountability for quality outcomes.
6. Formulate interprofessional partnerships through intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Manage resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Facilitate the use of informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.
9. Establish a sustainable, ethical professional identity that reflects nursing's attributes and values.
10. Encourage participation in activities and self-reflection to nurture personal, professional, and leadership development.

# DNP Family Nurse Practitioner

## Program Overview

**Program Title**
Doctor of Nursing Practice, Family Nurse Practitioner

**Program Type**
Major

**College/School**
Hahn School of Nursing

**Program Level**
Doctoral

**Degree Designation**
Doctor of Nursing Practice

**Catalog Full Description**
The Doctor of Nursing Practice (DNP) program is designed to prepare leaders for the nursing profession who have expertise in advanced nursing practice with an individual specialization. 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. The Family Nurse Practitioner (FNP) track provides nurses with the advanced knowledge and skills necessary to manage the health problems of individuals and families throughout the lifespan in a variety of primary-care settings. Students are prepared to assume leadership in providing quality health promotion, disease prevention, maintenance, and restoration services to families and individuals of all ages and developmental levels in public and private clinics, community health centers, retail health care, school and student health centers, including those providing care to culturally diverse and medically under-served population groups in the San Diego area. Students gain skills in advanced health assessment, clinical decision-making, and case management necessary for practice as FNPs in today's rapidly changing health care system.

Graduates are eligible to sit for certification as a:

- Family Nurse Practitioner, Board Certified (FNP-BC) through the American Nurses Credentialing Center (ANCC), or
- Family Nurse Practitioner, Certified (FNP-C) through the American Academy of Nurse Practitioners Certification Board (AANPCB)

## Program Requirements

**Requisites**

| | | |
|---|---|---|
| **MSN Core** | | **12** |
| MSNC 611 | Foundations of Evidence-Based Practice in Nursing | 3 |
| MSNC 612 | Population Health | 3 |
| MSNC 640 | Healthcare Information and Communication Management | 3 |
| DNPC 661 | Leadership, Advocacy, and Quality Improvement I | 1 |
| DNPC 662 | Leadership, Advocacy, and Quality Improvement II | 2 |
| **APRN Core** | | **10** |
| APNC 620 | Advanced Pathophysiology | 3 |
| APNC 621 | Advanced Health Assessment | 4 |
| APNC 623 | Pharmacology in Health Management | 3 |
| **FNP Component** | | **32** |
| NPTC 630 | Role of the Nurse Practitioner | 1 |
| NPTC 631 | Primary Care I: Health Promotion and Disease Prevention Across the Lifespan | 3 |
| NPTC 631P | Primary Care I Practicum: Health Promotion and Disease Prevention Across the Lifespan | 4 |
| NPTC 632 | Primary Care II: Common Acute Conditions Across the Lifespan | 4 |
| NPTC 632P | Primary Care II Practicum: Common Acute Conditions Across the Lifespan | 4 |
| NPTC 633 | Primary Care III: Common Chronic Conditions Across the Lifespan | 4 |
| NPTC 633P | Primary Care III Practicum: Common Chronic Conditions Across the Lifespan | 4 |
| NPTC 634 | Primary Care IV: Complex Acute and Chronic Conditions Across the Lifespan | 4 |
| NPTC 634P | Primary Care IV Practicum : Complex Acute and Chronic Conditions Across the Lifespan | 4 |
| **DNP Component** | | **23** |
| DNPC 600 | Orientation to the DNP Scholarly Project Series | 1 |
| DNPC 601 | DNP Scholarly Project: Planning and Development | 1 |
| DNPC 602 | DNP Scholarly Project: Conceptualization and Planning Proposal | 1 |
| DNPC 603 | DNP Scholarly Project: Implementation | 1 |
| DNPC 604 | DNP Scholarly Project: Evaluation | 2 |
| DNPC 605 | DNP Scholarly Project: Dissemination | 1 |
| DNPC 613 | Advanced Applications of Evidence-Based Practice | 3 |
| DNPC 631 | Role of the Nurse with a Doctor of Nursing Practice | 2 |
| DNPC 650 | Data Analysis and Evaluation | 3 |
| DNPC 651 | Health Policy and Advocacy in Nursing Practice | 2 |
| | Elective | 6 |
| Total Units | | **77** |

**Learning Outcomes**
For the **Doctor of Nursing Practice** program, the following learning outcomes must be achieved:

1. Evaluate knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.
2. Create a person-centered care plan for individuals and significant others based on scientific knowledge to facilitate positive outcomes and healthcare equity.
3. Advocate for population health that spans the healthcare continuum.
4. Design safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
5. Design, implement, and evaluate health care delivery systems and information systems that meet societal needs and ensure accountability for quality outcomes.
6. Formulate interprofessional partnerships through intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Manage resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Facilitate the use of informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.
9. Establish a sustainable, ethical professional identity that reflects nursing's attributes and values.
10. Encourage participation in activities and self-reflection to nurture personal, professional, and leadership development.

# DNP Post MSN Nursing Practice

## Program Overview

**Program Title**
Doctor of Nursing Practice, Post MSN to DNP Track

**Program Type**
Major

**College/School**
Hahn School of Nursing

**Program Level**
Doctoral

**Degree Designation**
Doctor of Nursing Practice

**Catalog Full Description**
The Doctor of Nursing Practice (DNP) program is designed to prepare leaders for the nursing profession who have expertise in advanced nursing practice with an individual specialization. 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. The Post Master's to DNP track focuses on the clinical and translational sciences, the philosophical basis of advanced nursing practice, and the socioeconomic factors needed to transform and evaluate health care. To achieve the highest level of advanced nursing practice, students are educated and socialized for their roles both didactically through coursework, seminars, and experientially through the clinical scholarly practice. Students are expected to develop a deep understanding of the scientific and ethical foundation of reflective practice and the economic, political, and regulatory forces that affect quality of care. With this foundation, students will be able to translate research into practice by designing and evaluating innovations in care to improve the health status of individuals, families, communities, and the nation.

## Program Requirements

**Requisites**

| | | |
|---|---|---|
| DNPC 600 | Orientation to the DNP Scholarly Project Series | 1 |
| DNPC 601 | DNP Scholarly Project: Planning and Development | 1 |
| DNPC 602 | DNP Scholarly Project: Conceptualization and Planning Proposal | 1 |
| DNPC 603 | DNP Scholarly Project: Implementation | 1 |
| DNPC 604 | DNP Scholarly Project: Evaluation | 2 |
| DNPC 605 | DNP Scholarly Project: Dissemination | 1 |
| DNPC 611 | Foundations of Evidenced-Based Practice in Nursing | 3 |
| DNPC 612 | Population Health | 3 |
| DNPC 613 | Advanced Applications of Evidence-Based Practice | 3 |
| DNPC 631 | Role of the Nurse with a Doctor of Nursing Practice | 2 |
| DNPC 650 | Data Analysis and Evaluation | 3 |
| DNPC 651 | Health Policy and Advocacy in Nursing Practice | 2 |
| DNPC 671 | Quality & Advocacy in Healthcare Systems I | 1 |
| DNPC 672 | Quality & Advocacy in Healthcare Systems II | 2 |
| | Elective | 6 |
| TOTAL | | 32 |

**Learning Outcomes**
For the **Doctor of Nursing Practice** program, the following learning outcomes must be achieved:

1. Evaluate knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.
2. Create a person-centered care plan for individuals and significant others based on scientific knowledge to facilitate positive outcomes and healthcare equity.
3. Advocate for population health that spans the healthcare continuum.
4. Design safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
5. Design, implement, and evaluate health care delivery systems and information systems that meet societal needs and ensure accountability for quality outcomes.
6. Formulate interprofessional partnerships through intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Manage resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Facilitate the use of informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.
9. Establish a sustainable, ethical professional identity that reflects nursing's attributes and values.
10. Encourage participation in activities and self-reflection to nurture personal, professional, and leadership development.

# DNP Dual Pediatric/Family Nurse Practitioner

## Program Overview

**Program Title**
Primary Care PNP/FNP

**Program Type**
Major

**College/School**
Hahn School of Nursing

**Program Level**
Doctoral

**Degree Designation**
Doctor of Nursing Practice

**Catalog Full Description**
The Doctor of Nursing Practice (DNP) program is designed to prepare leaders for the nursing profession who have expertise in advanced nursing practice with an individual specialization. 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. The *PNP/FNP track* provides nurses with the advanced knowledge and skills necessary to provide **primary pediatric care** to infants, children, and adolescents as well as individuals and families across the lifespan. Students are prepared to assume leadership in the health supervision of children and their families to promote their growth, development, and well-being as well as providing quality health promotion, disease prevention, maintenance, restoration, and rehabilitation services to both culturally and medically under-served individuals and families across the lifespan. Students gain skills in advanced health assessment, clinical decision-making, and case management necessary to practice in public and private clinics, community health centers, retail health care, schools and student health centers.  Students also gain expertise in the management of common pediatric and adult health problems including both acute and chronic conditions.

Graduates are eligible to sit for certification as a:

- Pediatric Nurse Practitioner Primary Care (CPNP) through the Pediatric Nursing Certification Board (PNCB).
- Family Nurse Practitioner, Board Certified (FNP-BC) through the American Nurses Credentialing Center (ANCC), or
- Family Nurse Practitioner, Certified (FNP-C) through the American Academy of Nurse Practitioners Certification Board (AANPCB)

## Program Requirements

**Requisites**

| | | |
|---|---|---|
| **MSN Core** | | **12** |
| MSNC 611 | Foundations of Evidence-Based Practice in Nursing | 3 |
| MSNC 612 | Population Health | 3 |
| MSNC 640 | Healthcare Information and Communication Management | 3 |
| DNPC 661 | Leadership, Advocacy, and Quality Improvement I | 1 |
| DNPC 662 | Leadership, Advocacy, and Quality Improvement II | 2 |
| **APRN Core** | | **10** |
| APNC 620 | Advanced Pathophysiology | 3 |
| APNC 621 | Advanced Health Assessment | 4 |
| APNC 623 | Pharmacology in Health Management | 3 |
| **FNP Component** | | **29** |
| NPTC 630 | Role of the Nurse Practitioner | 1 |
| NPTC 631 | Primary Care I: Health Promotion and Disease Prevention Across the Lifespan | 3 |
| NPTC 631P | Primary Care I Practicum: Health Promotion and Disease Prevention Across the Lifespan | 3 |
| NPTC 632 | Primary Care II: Common Acute Conditions Across the Lifespan | 4 |
| NPTC 632P | Primary Care II Practicum: Common Acute Conditions Across the Lifespan | 3 |
| NPTC 633 | Primary Care III: Common Chronic Conditions Across the Lifespan | 4 |
| NPTC 633P | Primary Care III Practicum: Common Chronic Conditions Across the Lifespan | 3 |
| NPTC 634 | Primary Care IV: Complex Acute and Chronic Conditions Across the Lifespan | 4 |
| NPTC 634P | Primary Care IV Practicum : Complex Acute and Chronic Conditions Across the Lifespan | 4 |
| **PNP Core** | | **8** |
| NPTC 636 | Pediatric Primary Care I: Developmental and Behavioral Pediatrics | 2 |
| NPTC 636P | Pediatric Primary Care I Practicum : Developmental and Behavioral Pediatrics | 2 |
| NPTC 637 | Pediatric Primary Care II: Complex and Chronic Conditions | 2 |
| NPTC 637P | Pediatric Primary Care II Practicum: Complex and Chronic Conditions | 2 |
| **DNP Component** | | **23** |
| DNPC 600 | Orientation to the DNP Scholarly Project Series | 1 |
| DNPC 601 | DNP Scholarly Project: Planning and Development | 1 |
| DNPC 602 | DNP Scholarly Project: Conceptualization and Planning Proposal | 1 |
| DNPC 603 | DNP Scholarly Project: Implementation | 1 |
| DNPC 604 | DNP Scholarly Project: Evaluation | 2 |
| DNPC 605 | DNP Scholarly Project: Dissemination | 1 |
| DNPC 613 | Advanced Applications of Evidence-Based Practice | 3 |
| DNPC 631 | Role of the Nurse with a Doctor of Nursing Practice | 2 |
| DNPC 650 | Data Analysis and Evaluation | 3 |

| | | |
|---|---|---|
| DNPC 651 | Health Policy and Advocacy in Nursing Practice | 2 |
| DNPC 670 | Advanced Leadership & Finance | 3 |
| | Elective | 3 |
| **Total Units** | | **82** |

**Learning Outcomes**

For the **Doctor of Nursing Practice** program, the following learning outcomes must be achieved in preparation for APRN practice:

1. Evaluate knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.
2. Create a person-centered care plan for individuals and significant others based on scientific knowledge to facilitate positive outcomes and healthcare equity.
3. Advocate for population health that spans the healthcare continuum.
4. Design safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
5. Design, implement, and evaluate health care delivery systems and information systems that meet societal needs and ensure accountability for quality outcomes.
6. Formulate interprofessional partnerships through intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Manage resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Facilitate the use of informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.
9. Establish a sustainable, ethical professional identity that reflects nursing's attributes and values.
10. Encourage participation in activities and self-reflection to nurture personal, professional, and leadership development.

# DNP Psychiatric Mental Health Nurse Practitioner

## Program Overview

**Program Title**
Doctor of Nursing Practice, Psychiatric Mental Health Nurse Practitioner

**Program Type**
Major

**College/School**
Hahn School of Nursing

**Program Level**
Doctoral

**Degree Designation**
Doctor of Nursing Practice

**Catalog Full Description**
The Doctor of Nursing Practice (DNP) program is designed to prepare leaders for the nursing profession who have expertise in advanced nursing practice with an individual specialization. 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. The Psychiatric-Mental Health Nurse Practitioner (PMHNP) track provides a foundation in the theoretical underpinnings of advanced nursing practice with pediatrics, adolescents, adults, older adults, and their families with psychiatric mental health conditions. The program builds on an advanced practice nursing core curriculum of pathophysiology, physical assessment and diagnosis, and pharmacology, with additional coursework in psychopharmacology and common psychotherapeutic modalities.

Graduates are eligible for certification as Nurse Practitioners in the state of California and national certification by ANCC as Psychiatric Mental-Health Nurse Practitioners (PMHNPs).

## Program Requirements

**Requisites**

| | | |
|---|---|---|
| **MSN Core** | | **12** |
| MSNC 611 | Foundations of Evidence-Based Practice in Nursing | 3 |
| MSNC 612 | Population Health | 3 |
| MSNC 640 | Healthcare Information and Communication Management | 3 |
| DNPC 661 | Leadership, Advocacy, and Quality Improvement I | 1 |
| DNPC 662 | Leadership, Advocacy, and Quality Improvement II | 2 |
| **APRN Core** | | **10** |
| APNC 620 | Advanced Pathophysiology | 3 |
| APNC 621 | Advanced Health Assessment | 4 |
| APNC 623 | Pharmacology in Health Management | 3 |
| **PMHNP Component** | | **32** |
| NPTC 630 | Role of the Nurse Practitioner | 1 |
| NPTC 640 | Psychiatric Assessment for the Advanced Practice Nurse | 3 |
| NPTC 641 | Psychopharmacology and Clinical Management of Psychiatric Disorders | 4 |
| NPTC 641P | Psychopharmacology and Clinical Management of Psychiatric Disorders Practicum | 3 |
| NPTC 642 | Diagnostics and Management of Mental Health Conditions Across the Lifespan I | 3 |
| NPTC 642P | Diagnostics and Management of Mental Health Conditions Across the Lifespan I Practicum | 4 |
| NPTC 643 | Diagnostics and Management of Mental Health Conditions Across the Lifespan II | 3 |
| NPTC 643P | Diagnostics and Management of Mental Health Conditions Across the Lifespan II Practicum | 5 |
| NPTC 644 | Diagnostics and Management of Mental Health Conditions Across the Lifespan III | 2 |
| NPTC 644P | Diagnostics and Management of Mental Health Conditions Across the Lifespan III Practicum | 4 |
| **DNP Component** | | **23** |
| DNPC 600 | Orientation to the DNP Scholarly Project Series | 1 |
| DNPC 601 | DNP Scholarly Project: Planning and Development | 1 |
| DNPC 602 | DNP Scholarly Project: Conceptualization and Planning Proposal | 1 |
| DNPC 603 | DNP Scholarly Project: Implementation | 1 |
| DNPC 604 | DNP Scholarly Project: Evaluation | 2 |
| DNPC 605 | DNP Scholarly Project: Dissemination | 1 |
| DNPC 613 | Advanced Applications of Evidence-Based Practice | 3 |
| DNPC 631 | Role of the Nurse with a Doctor of Nursing Practice | 2 |
| DNPC 650 | Data Analysis and Evaluation | 3 |
| DNPC 651 | Health Policy and Advocacy in Nursing Practice | 2 |
| | Electives | 6 |
| **Total Units** | | **77** |

**Learning Outcomes**
For the **Doctor of Nursing Practice** program, the following learning outcomes must be achieved:

1. Evaluate knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.
2. Create a person-centered care plan for individuals and significant others based on scientific knowledge to facilitate positive outcomes and healthcare equity.
3. Advocate for population health that spans the healthcare continuum.
4. Design safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
5. Design, implement, and evaluate health care delivery systems and information systems that meet societal needs and ensure accountability for quality outcomes.
6. Formulate interprofessional partnerships through intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Manage resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Facilitate the use of informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.
9. Establish a sustainable, ethical professional identity that reflects nursing's attributes and values.
10. Encourage participation in activities and self-reflection to nurture personal, professional, and leadership development.

# EdD in Organizational Leadership

## Program Overview

**Program Title**
Leadership Studies

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Doctoral

**Degree Designation**
Doctor of Education

**Catalog Full Description**
The Doctor of Education (EdD) in Organizational Leadership is a doctoral program in the Department of Leadership Studies at USD, an internationally recognized institution. This doctoral program requires a completion of 48 units, and encompasses a dynamic range of courses with an emphasis on self, organization, and system. This rigorous and comprehensive practitioner-scholar program is designed for working professionals from diverse professional backgrounds (corporations, non-profits, education, government, healthcare, military, self-employed, etc.) who seek to promote inclusion, sustainability and social responsibility in organizations while also advancing their own careers and personal development.

The experience spans over a period of three years based on a cohort model, wherein participants attend one day and one evening per month and complete two residencies (outside of the United States). The program culminates in a dissertation and presenting findings to the academic and professional community. Courses are offered synchronously online, with minor asynchronous components. The program is built around the core concepts of leadership, self-awareness, organizational development, and systemic change. Students in the program will engage in a range of coursework, research, and practical experiences aimed at developing the knowledge, skills, and abilities necessary to lead complex organizations and systems effectively.

Graduates of the program will be well-prepared to assume leadership positions in a range of organizations and settings, including businesses, nonprofits, government agencies, and educational institutions. They will have the contemporary knowledge, skills, and abilities necessary to lead complex organizations and to create positive and lasting impact.

**Program of Study**

The program is offered in a cohort model. The cohort proceeds through the predetermined 48 unit program over a three year span.

**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. Master's in Organizational Leadership
   After 25 months of being in the program, and the completion of the required 33 units, students will receive a Masters Degree in Organizational Leadership.
3. Transfer of Credit
   Transfer credit is not allowed in this program. All EdD courses must be completed in the proposed sequence at USD.
4. Advancement to Candidacy Process
   To advance to candidacy, students must complete the required 33 units, including all six Collaborative Learning Modules and have submitted written permission from an official representing the organization central to their study.
5. Exit Requirements
   The exit requirements entail: successful completion of all course work, successful written dissertation and presentation to both academic and professional communities.
6. Time Limit
   This program is designed to be completed in three years. When extenuating circumstances arise, students may remain enrolled for a maximum of five years from the first term of enrollment.

## Additional Admission Requirements

See the Admission page for basic admission requirements.

| | |
|---|---|
| Entrance Semester | Spring (January) |
| Application Deadline | Visit www.sandiego.edu/soles/admissions/deadlines.php |
| Recommended GPA | 3.50 (4.0 scale) in master's coursework |
| Additional Requirements | Bachelor's degree with a minimum of 10 years of work experience |
| | Preference of a Master's degree with a minimum of 6 years of work experience |
| | International students will require TOEFL iBT 83 (or more) or a score of 7 on the IELTS. |
| | Degree from an accredited institution; official transcripts required. |
| | Resume or C.V. |
| | Statement of Purpose |
| | Two letters of recommendation |
| | Work Sample |
| | Interview for applicants who are considered for admission |
| | Note: No single criterion alone determines the Doctoral Admissions Committee's decision to admit or deny an applicant. |

## Program Requirements

**Requisites**

## Requirements for the Degree

A grade of less than "B-" is not acceptable for credit in this program, and the courses in which the grade was earned will not count toward the doctoral degree. USD's policy on repetition of courses will be enforced.

### I. Coursework - 48 units

All courses are required for all students; courses taken at other institutions may not be substituted. Students will progress through coursework in a cohort.

| FIRST YEAR | | UNITS |
|---|---|---|
| Spring Semester - 6 units | | |
| LEAD 691A | Collaborative Learning Module | 1 |
| LEAD 670A | Self, Groups and Systems: Systems Thinking and Organizational Dynamics | 1 |
| LEAD 671A | Foundations of Organizational Leadership | 1 |
| LEAD 672A | Critical Thinking and Research Methods I | 1 |
| LEAD 670B | Self, Groups and Systems: Systems Thinking and Organizational Dynamics | 1 |
| LEAD 671B | Foundations of Organizational Leadership | 1 |
| Summer Session - 6 units | | |
| LEAD 691B | Collaborative Learning Module | 1 |
| LEAD 672B | Critical Thinking and Research Methods I | 1 |
| LEAD 673 | Human Relations for Leaders | 3 |
| LEAD 670C | Self, Groups and Systems: Systems Thinking and Organizational Dynamics | 1 |
| Fall Semester - 5 units | | |
| LEAD 691C | Collaborative Learning Module | 1 |
| LEAD 671C | Foundations of Organizational Leadership | 1 |
| LEAD 672C | Critical Thinking and Research Methods I | 1 |
| LEAD 674A | Organizational Assessment and Performance Improvement | 1 |
| LEAD 675A | Leading Change in Complex Organizations | 1 |
| **SECOND YEAR** | | |
| Spring Semester - 6 units | | |
| LEAD 692A | Collaborative Learning Module | 1 |
| LEAD 674B | Organizational Assessment and Performance Improvement | 1 |
| LEAD 675B | Leading Change in Complex Organizations | 1 |
| LEAD 676A | Sustainable Organizational Leadership | 1 |
| LEAD 675C | Leading Change in Complex Organizations | 1 |
| LEAD 674C | Organizational Assessment and Performance Improvement | 1 |
| Summer Session - 4 units | | |
| LEAD 692B | Collaborative Learning Module | 1 |
| LEAD 677A | Organizational Consulting | 1 |
| LEAD 678A | Critical Thinking and Research Methods II | 1 |
| LEAD 677B | Organizational Consulting | 1 |
| Fall Semester - 5 units | | |
| LEAD 692C | Collaborative Learning Module | 1 |
| LEAD 678B | Critical Thinking and Research Methods II | 1 |
| LEAD 677C | Organizational Consulting | 1 |
| LEAD 678C | Critical Thinking and Research Methods II | 1 |
| LEAD 676B | Sustainable Organizational Leadership | 1 |
| **THIRD YEAR** | | |
| Spring Semester - 8 units | | |
| LEAD 693A | Proseminar I | 1 |

| FIRST YEAR | | UNITS |
|---|---|---|
| LEAD 676C | Sustainable Organizational Leadership | 1 |
| LEAD 680 | Diversity, Equity, and Inclusion Leadership | 3 |
| LEAD 681A | Policy as System Level Change | 1 |
| LEAD 682A | People and Structure | 1 |
| LEAD 681B | Policy as System Level Change | 1 |
| Summer Session - 4 units | | |
| LEAD 693B | Proseminar I | 1 |
| LEAD 682B | People and Structure | 1 |
| LEAD 681C | Policy as System Level Change | 1 |
| LEAD 682C | People and Structure | 1 |
| Fall Semester - 4 units | | |
| LEAD 694 | Proseminar II | 4 |
| **FOURTH YEAR** | | |
| (If applicable) | | |
| After completing all required 48 units, candidates must register for a minimum of 1 unit of LEAD 696 - Proseminar Continuation each semester (Spring, Summer and Fall) to maintain candidacy until the final, approved dissertation is submitted to the Office of the Registrar and the Dissertation Presentation has been completed. | | |

### II. Continuous Enrollment

After completing all required 48 units, candidates must register for a minimum of 1 unit of LEAD 696 - Proseminar Continuation each semester (Spring, Summer and Fall) to maintain candidacy until the final, approved dissertation is submitted to the Office of the Registrar and the Dissertation Presentation has been completed.

### III. International Requirement

At SOLES, all masters and doctoral students participate in an international experience designed to support the growth of cultural competency. Our goal is to inform best practices in working with culturally diverse populations locally, nationally and globally. This program has a minimum of one embedded course taught in an international location that will meet this requirement.

### IV. Advancement to Candidacy

Students advance to candidacy after completing the first required 33 units, including all six Collaborative Learning Modules, and have submitted written permission from an official representing the organization central to their study.

### V. Dissertation

Students must submit the approve written dissertation to the university.

Students must present their dissertation study to both academic and professional communities.

## EdS Education for Social Justice

### Program Overview

**Program Title**
Education for Social Justice

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Doctoral

**Degree Designation**
Education Specialist Degree

**Catalog Full Description**
The doctoral program in Education for Social Justice develops highly skilled, critical scholars capable of impacting the complex world of education through their research and practice. The program embraces the idea that education is an important tool of human liberation, opportunity, and transformation. Its unique program of study makes use of local, national, and international contexts to allow students to develop the skills of research, teaching, and advocacy. Under the advisement of a faculty advisor, candidates for the 36-unit Education Specialist degree (EdS) must complete a portfolio. Graduates of the program are prepared to enter academia, take on educational research appointments in public and private institutions, and design and support educational programming in local, national, and international contexts.

### Additional Admission Requirements

| | |
|---|---|
| Entrance Semesters | Fall |
| Application Deadlines | Visit http://www.sandiego.edu/soles/admissions/deadlines.php |
| Minimum Grade Point Average | 3.50 (4.0 scale) in all undergraduate coursework |
| Standardized Admission Test | Applicants are strongly encouraged to take the Graduate Record Examinations (GRE), but it is not required. Official GRE test scores must be within 5 years of the test date. There is no minimum GRE score required. |
| Additional Requirements | Statement of Purpose |
| | Resume |
| | 3 Letters of Recommendations |
| | Admissions Interview |
| | Recommenders' Contact Information and Letters of Recommendation and International Transcript Evaluations must be received by the program deadline to complete your application. |

### English Proficiency Exam (International Applicants Only):

Official score reports for the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) is required of all international applicants. These will be waived if English is the applicant's primary language or if he or she obtained a bachelor's degree in the U.S., Great Britain, Canada or Australia.

- TOEFL minimum scores:
  - Internet-based test: 91
  - Computer-based test: 233
  - Paper-based test: 577
- IELTS minimum score:
  - Band score: 7.5

## Program Requirements

**Requisites**

### I. Core Requirements

| | | |
|---|---|---|
| **First Year** | | |
| **Fall I** | | |
| EDUC 601 | Critical Social Theory and Education | 3 |
| EDUC 602 | Educational Research & Methods | 3 |
| **Spring I** | | |
| EDUC 603 | History of Education for Social Justice | 3 |
| EDUC 605 | Language, Race, and Culture in Education | 3 |
| **Second Year** | | |
| **Fall II** | | |
| EDUC 607 | Quantitative Research Methods and Design in Education I | 3 |
| EDUC 609 | Qualitative Research Methods and Design in Education I | 3 |
| **Spring II** | | |
| EDUC 606 | Educational Politics & Policy | 3 |
| EDUC 610 | Qualitative Research Methods and Design in Education II | 3 |
| **Third Year** | | |
| **Fall III** | | |
| EDUC 604 | Education and Globalization | 3 |
| EDUC 650 | Doctoral Seminar I | 3 |
| **Spring III** | | |
| EDUC 612 | Disability, Access, Assets, and Intersectionality in Education | 3 |
| EDUC 651 | Doctoral Seminar II | 3 |
| **SOLES Global Course** Consult your advisor for course selection | | 3 |
| **Total Units** | | **39** |

### II. International Experience

At SOLES, all masters and doctoral students participate in an international experience designed to support the growth of cultural competency. Our goal is to inform best practices in working with culturally diverse populations locally, nationally and globally. International experiences are approved by each student's faculty advisor.

### III. Capstone Project/Culminating Project

Students complete the Portfolio of Work in Dissertation Seminar II.

# Preliminary Education Specialist

## Program Overview

**Program Title**
Prelm Mild/Mod (Title II E_GS)

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Graduate Credential

**Catalog Full Description**
The Education Specialist Instruction Credential authorizes the holder to work with students with mild to moderate disabilities in grades K–12, transitional kindergarten, and in classes organized primarily for adults through age 22.

## Program Requirements

**Requisites**

### Requirements for the Preliminary Education Specialist Credential

| | | |
|---|---|---|
| EDTE 500P | Diversity, Inclusion & Schooling | 3 |
| EDTE 501P | Methods for Language & Literacy | 3 |
| EDTE 502P | Elementary Methods I: Math & Science | 3 |
| or EDTE 504P | Secondary Methods I | |
| EDTE 503P | Elementary Methods II: Humanities | 3 |
| or EDTE 505P | Secondary Methods II: Social Science | |
| or EDTE 506P | Secondary Methods II: Science | |
| or EDTE 507P | Secondary Methods II: Mathematics | |
| or EDTE 508P | Secondary Methods II: English | |
| or EDTE 509P | Secondary Methods II: World Language | |
| EDTE 510P | Educational Psychology | 3 |
| EDTE 511P | Equity & Advocacy in Educational Systems | 3 |
| EDTE 512P | Methods for Multilingual Learners | 3 |
| EDTE 513P | Positive Behavior Supports for Family, School, and Community Engagement | 3 |
| EDTE 516 | Technology & Learning | 3 |
| EDTE 517P | Assessment: Pre-Referral to Collaborative Support | 3 |
| EDTE 554F | Education Specialist Student Teaching and Seminar - Mild Moderate | 3 |
| **Total Units** | | **33** |

### Additional Requirements

There are additional requirements for candidates to earn the CA Preliminary teaching credential. Please refer to the Steps to Earning Your Credential page for more information.

Students are urged to meet regularly with the Academic Programs Manager, Sergio Rodriguez srodriguez@sandiego.edu or (619) 260-7452 and the Credential Analyst, credential@sandiego.edu, at the School of Leadership and Education Sciences to ensure appropriate course selection and progress toward their credential.

**Learning Outcomes**

1. Candidates demonstrate specialized field knowledge as they integrate knowledge and technology across content areas and use differing perspectives to engage all learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.
2. Candidates apply theories of learning, instruction and motivation relating to the cognitive, linguistic, social, emotional, physical and moral development of all learners; evidenced by developmentally appropriate and challenging learning experiences implemented in an inclusive learning environment.
3. Candidates incorporate assessment and technology in their planning and instructional strategies as a means of obtaining continual feedback used to improve student learning, classroom management strategies and pedagogical approaches.
4. Candidates utilize and generate meaningful research on pedagogical practices, student learning, and educational issues and policies to actively investigate and consider new ideas that will improve teaching and learning and advance the profession.
5. Candidates explore effective approaches for creating inclusive learning environments that are welcoming and accepting of diverse learners and students with learning differences who, because of gender, language,

cultural background, differing ability levels, disabilities, learning approaches and/or socioeconomic status may have academic needs that require varied instructional strategies to ensure their learning.

6. Candidates engage in critical reflection on how their own frames of reference and potential biases impact expectations for and relationships with learners and their families.

# Preliminary Multiple Subject with Spanish Bilingual Authorization

## Program Overview

**Program Title**
MSUB/BIL Auth (Title II OT)

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Graduate Credential

**Catalog Full Description**
The Bilingual Authorization can be added to a Multiple Subjects credential and allows the holder to provide instruction to English Learners (EL).

## Program Requirements

**Requisites**

### Courses Required for the **Preliminary Multiple Subject with Spanish Bilingual Authorization** (39 Units)

| | | |
|---|---|---|
| EDTE 500P | Diversity, Inclusion & Schooling | 3 |
| EDTE 501P | Methods for Language & Literacy | 3 |
| EDTE 510P | Educational Psychology | 3 |
| EDTE 511P | Equity & Advocacy in Educational Systems | 3 |
| EDTE 512P | Methods for Multilingual Learners | 3 |
| EDTE 513P | Positive Behavior Supports for Family, School, and Community Engagement | 3 |
| EDTE 516 | Technology & Learning | 3 |
| EDTE 517P | Assessment: Pre-Referral to Collaborative Support | 3 |
| EDTE 518C | Educating the LatinX Student: History & Culture | 3 |
| EDTE 519P | Methods for Language and Literacy in Spanish | 3 |
| EDTE 520P | Bilingual Elementary Curriculum Methods I: Math and Science | 3 |
| EDTE 521P | Bilingual Elementary Curriculum Methods II: Humanities | 3 |
| EDTE 556F | Bilingual/Dual Language Clinical Experience: Student Teaching | 3 |
| **Total Units** | | **39** |

### To add a Preliminary Education Specialist Credential (Special Education) add the following course (3 units):

| | | |
|---|---|---|
| EDTE 554F | Education Specialist Student Teaching and Seminar - Mild Moderate | 3 |
| **Total Units** | | **3** |

### For a Masters' degree add the following courses (9 units):

| | | |
|---|---|---|
| EDTE 514 | Educational Research Methods | 3 |
| EDTE 515S | Capstone Seminar | 3 |
| EDTE ELECTIVE | Course EDTE ELECTIVE Not Found (EDTE 500:599) | 3 |
| **Total Units** | | **9** |

## Program Unit Options

- Preliminary Multiple Subject Credential with Spanish Bilingual Authorization: 39 units
- Preliminary Multiple Subject Credential with Spanish Bilingual Authorization and an Education Specialist (Special Education) Credential: 42 units
- Preliminary Multiple Subject Credential with Spanish Bilingual Authorization and Masters Degree: 48
- Preliminary Multiple Subject Credential with Spanish Bilingual Authorization and an Education Specialist (Special Education) Credential and Master Degree: 51 units

## Additional Requirements

There are additional requirements for candidates to earn the CA Preliminary teaching credential. Please refer to the Steps to Earning Your Credential page for more information.

Students are urged to meet regularly with the Academic Programs Manager, Sergio Rodriguez srodriguez@sandiego.edu or (619) 260-7452 and the Credential Analyst, credential@sandiego.edu, at the School of Leadership and Education Sciences to ensure appropriate course selection and progress toward their credential.

**Learning Outcomes**

1. Candidates demonstrate specialized field knowledge as they integrate knowledge and technology across content areas and use differing perspectives to engage all learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.
2. Candidates apply theories of learning, instruction and motivation relating to the cognitive, linguistic, social, emotional, physical and moral development of all learners; evidenced by developmentally appropriate and challenging learning experiences implemented in an inclusive learning environment.
3. Candidates incorporate assessment and technology in their planning and instructional strategies as a means of obtaining continual feedback used to improve student learning, classroom management strategies and pedagogical approaches.
4. Candidates utilize and generate meaningful research on pedagogical practices, student learning, and educational issues and policies to actively investigate and consider new ideas that will improve teaching and learning and advance the profession.
5. Candidates explore effective approaches for creating inclusive learning environments that are welcoming and accepting of diverse learners and students with learning differences who, because of gender, language, cultural background, differing ability levels, disabilities, learning approaches and/or socioeconomic status may have academic needs that require varied instructional strategies to ensure their learning.
6. Candidates engage in critical reflection on how their own frames of reference and potential biases impact expectations for and relationships with learners and their families.

# Preliminary Multiple Subject

## Program Overview

**Program Title**
Multiple Subj (Title II GS)

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Graduate Credential

**Catalog Full Description**
The Multiple Subject Teaching Credential authorizes the holder to teach all subjects in a self-contained classroom, such as the classrooms in most elementary schools, in grades preschool, K–12, or in classes organized primarily for adults. In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team teaching setting.

## Program Requirements

**Requisites**

## Requirements for the Multiple Subject Credential

| Required Courses | | |
|---|---|---|
| EDTE 500P | Diversity, Inclusion & Schooling | 3 |
| EDTE 501P | Methods for Language & Literacy | 3 |
| EDTE 502P | Elementary Methods I: Math & Science | 3 |
| EDTE 503P | Elementary Methods II: Humanities | 3 |
| EDTE 510P | Educational Psychology | 3 |
| EDTE 511P | Equity & Advocacy in Educational Systems | 3 |
| EDTE 512P | Methods for Multilingual Learners | 3 |
| EDTE 513P | Positive Behavior Supports for Family, School, and Community Engagement | 3 |
| EDTE 516 | Technology & Learning | 3 |
| EDTE 517P | Assessment: Pre-Referral to Collaborative Support | 3 |
| EDTE 553F | General Education Student Teaching and Seminar | 3 |
| **Total Units** | | **33** |

## PK-3 Early Childhood Education (ECE) Specialist Instruction Credential Requirements

(pending CTC approval)

Candidates pursuing the PK-3 ECE Specialist Instruction Credential will follow the same program of study required for the Multiple Subject Credential. Consult with the Credential Office, credential@sandiego.edu for any additional requirements for this credential.

## Additional Requirements

There are additional requirements for candidates to earn the CA Preliminary teaching credential. Please refer to the Steps to Earning Your Credential page for more information.

Students are urged to meet regularly with the Academic Programs Manager, Sergio Rodriguez, srodriguez@sandiego.edu or (619) 260-7452 and the Credential Office, credential@sandiego.edu at the School of Leadership and Education Sciences to ensure appropriate course selection and progress toward their credential.

**Learning Outcomes**

1. Candidates demonstrate specialized field knowledge as they integrate knowledge and technology across content areas and use differing perspectives to engage all learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.
2. Candidates apply theories of learning, instruction, and motivation relating to the cognitive, linguistic, social, emotional, physical, and moral development of all learners; evidenced by developmentally appropriate and challenging learning experiences implemented in an inclusive learning environment.
3. Candidates incorporate assessment and technology in their planning and instructional strategies as a means of obtaining continual feedback used to improve student learning, classroom management strategies, and pedagogical approaches.
4. Candidates utilize and generate meaningful research on pedagogical practices, student learning, and educational issues and policies to actively investigate and consider new ideas that will improve teaching and learning and advance the profession.
5. Candidates explore effective approaches for creating inclusive learning environments that are welcoming and accepting of diverse learners and students with learning differences who, because of gender, language, cultural background, differing ability levels, disabilities, learning approaches, and/or socioeconomic status may have academic needs that require varied instructional strategies to ensure their learning.
6. Candidates engage in critical reflection on how their own frames of reference and potential biases impact expectations for and relationships with learners and their families.

# Preliminary Single Subject

## Program Overview

**Program Title**
Single Subject Credential

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Graduate Credential

**Catalog Full Description**
The Single Subject Teaching Credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes, such as those in most middle schools and high schools, in grades preschool, K–12, or in classes organized primarily for adults.

## Program Requirements

**Requisites**

## Requirements for the Single Subject Credential

| Required Courses | | |
|---|---|---|
| EDTE 500P | Diversity, Inclusion & Schooling | 3 |
| EDTE 501P | Methods for Language & Literacy | 3 |
| EDTE 510P | Educational Psychology | 3 |
| EDTE 504P | Secondary Methods I | 3 |
| EDTE 505P | Secondary Methods II: Social Science | 3 |
| or EDTE 506P | Secondary Methods II: Science | |
| or EDTE 507P | Secondary Methods II: Mathematics | |
| or EDTE 508P | Secondary Methods II: English | |
| or EDTE 509P | Secondary Methods II: World Language | |
| EDTE 511P | Equity & Advocacy in Educational Systems | 3 |
| EDTE 512P | Methods for Multilingual Learners | 3 |
| EDTE 513P | Positive Behavior Supports for Family, School, and Community Engagement | 3 |
| EDTE 516 | Technology & Learning | 3 |
| EDTE 517P | Assessment: Pre-Referral to Collaborative Support | 3 |
| EDTE 553F | General Education Student Teaching and Seminar | 3 |
| **Total Units** | | **33** |

## Additional Requirements

There are additional requirements for candidates to earn the CA Preliminary teaching credential. Please refer to the Steps to Earning Your Credential page for more information.

Students are urged to meet regularly with the Academic Programs Manager, Sergio Rodriguez srodriguez@sandiego.edu or (619) 260-7452 and the Credential Analyst, credential@sandiego.edu, at the School of Leadership and Education Sciences to ensure appropriate course selection and progress toward their credential.

**Learning Outcomes**

1. Candidates demonstrate specialized field knowledge as they integrate knowledge and technology across content areas and use differing perspectives to engage all learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.
2. Candidates apply theories of learning, instruction and motivation relating to the cognitive, linguistic, social, emotional, physical and moral development of all learners; evidenced by developmentally appropriate and challenging learning experiences implemented in an inclusive learning environment.
3. Candidates incorporate assessment and technology in their planning and instructional strategies as a means of obtaining continual feedback used to improve student learning, classroom management strategies and pedagogical approaches.
4. Candidates utilize and generate meaningful research on pedagogical practices, student learning, and educational issues and policies to actively investigate and consider new ideas that will improve teaching and learning and advance the profession.
5. Candidates explore effective approaches for creating inclusive learning environments that are welcoming and accepting of diverse learners and students with learning differences who, because of gender, language, cultural background, differing ability levels, disabilities, learning approaches and/or socioeconomic status may have academic needs that require varied instructional strategies to ensure their learning.
6. Candidates engage in critical reflection on how their own frames of reference and potential biases impact expectations for and relationships with learners and their families.

# MA International Relations

## Program Overview

**Program Title**
International Relations

**Program Type**
Major

**College/School**
Arts & Sciences

**Program Level**
Graduate

**Degree Designation**
Master of Arts

**Catalog Full Description**
The Master of Arts in International Relations (MAIR) at USD offers a 30-unit curriculum of comparative politics and international relations. The program is structured around academic and professional preparation for students interested in international careers. The academic core of the program consists of 1.5 to 3.0 unit seminars taught by accomplished faculty in various sub-fields of global affairs. The coursework is intellectually rigorous and emphasizes analytical, writing, and research skills as well as general international competence and sophistication. Research Methods/Design, Comparative Politics, International Relations Theory and the Capstone are required courses. The professional dimension of the program is developed in regular semester electives and in collaboration with other graduate programs at USD in the schools of law, business, and peace and justice. The international dimension of the program is reinforced by one to three week travel opportunities for credit through international courses, workshops, and conferences. The curriculum includes summer courses and can be comfortably completed in eighteen months by full-time students and in twelve months on fast track. Part-time students are accommodated by a schedule that convenes most seminars one evening per week and most workshops on weeknights or weekends. The department offers partial scholarships on the basis of academic merit; the university also offers a significant amount of loans and grants including a 15 per cent tuition discount for the military community. The program concludes with a capstone paper and conference format presentation. Graduates from the program have moved into careers in the military, in government (especially in intelligence, law enforcement and diplomacy), in the nonprofit and private sectors and in higher education, including PhD programs. USD is nationally ranked and recognized for its international excellence; the MAIR program is among its several successful and innovative programs.

## Scholarships and Grants

The Political Science department normally awards a small number of non-renewable scholarships to students in the MAIR program. The Dean's Merit scholarships generally range from $5,000 to $10,000 and the Irving Salomon Awards generally range from $300 to $500. Both are awarded based on academic achievement and promise. Continuing students are evaluated based on their performance in the program and the rigor of their chosen coursework. Entering students are evaluated based on the overall quality of their admission application. Prospective students whose application packet is not complete by the priority deadlines (March 1 for fall, October 1 for spring) will normally not be considered for merit awards in their first semester. Entering students will be notified of scholarship awards with their letters of admission. Continuing students are generally notified of their awards before the beginning of the semester. Graduate students that are enrolled at least half time (4.5 units) and apply for financial aid by submitting the Free Application for Federal Student Aid (FAFSA) to USD are eligible for Federal Direct Unsubsidized and Graduate PLUS loans. These loans have a fixed rate that is established annually by the federal government. The maximum amount of a Federal Direct Unsubsidized loan is $20,500 per academic year. Financial Aid Awards will become available after a student has submitted a FAFSA and been admitted. Directions for applying for the loans will be available on every student's MySanDiego portal. Students that intend to enroll during Intersession and/or Summer session can apply for financial aid by submitting the FAFSA and the Supplemental Financial Aid Application that becomes available in October for Intersession and February for Summer.

## Additional Admission Requirements

See the Admission page for basic admission requirements.

| | |
|---|---|
| Entrance Semesters | Fall, Spring |
| Application Deadlines | Applications are considered on a rolling basis throughout the year. However, to guarantee consideration for scholarships, applications must be received before March 1 for fall or October 1 for spring enrollment. Minimum Grade Point Average is normally 3.2 (4.0 scale) |
| Admission Tests | All applicants are required to take the GRE—other examinations cannot be substituted. Minimum GRE scores of 50 to 60 per cent ranking on the verbal section, 40 to 50 per cent ranking on the quantitative section, and 50 per cent ranking or 4.0 on the analytical section are expected. International applicants are normally required to take the TOEFL exam as well. A minimum score of 90 is expected. |
| Undergraduate Coursework | Some coursework in political science, economics, history, and international relations is normally expected. |
| Required Licenses or Credentials | None |
| Additional Requirements | Career experience relevant to international affairs is not required but can be an important element in an application package offsetting weaknesses in other parts of an applicant's portfolio. |

## Program Requirements

**Requisites**

## Degree Requirements

| | | |
|---|---|---|
| POLS 530 | Research Design & Analysis | 3 |
| or POLS 330 | Thinking Like a Political Scientist | |
| POLS 550 | Politics & Policies Around the World: Foundations of Comparative Politics<br>*(The requirements for POLS 550 and 570 will be satisfied by POLS 350 and 370, respectively, only for students in the BA/MA combined degree program)* | 3 |
| or POLS 350 | Theories of Comparative Politics | |
| POLS 570 | Global Conflict & Cooperation: Foundations of International Relations<br>*(The requirements for POLS 550 and 570 will be satisfied by POLS 350 and 370, respectively, only for students in the BA/MA combined degree program)* | 3 |
| or POLS 370 | Theories of International Relations | |
| POLS 593 | International Relations International Travel Course<br>*(Please consult the Program Director for additional information)* | 1 |
| POLS 595 | MAIR Capstone Seminar | 3 |
| **Electives, to be chosen from:** | | 17 |
| **500-level POLS courses** | | |
| **Up to 6 units of courses from outside the Political Science and International Relations department**<br>*These require approval of the Program Director:*<br>*- USD graduate-level coursework on topics related to international relations.*<br>*- USD upper-division undergraduate courses with a strong international component.*<br>*- Transfer courses from other institutions on topics related to international relations.* | | |
| **Total Units** | | **30** |

No courses with a grade below B- will count toward the degree requirements, although all grades for USD courses are calculated in the GPA.

No online courses may count toward the graduate degree.

**JD/MAIR Dual Degree Program**

This dual degree program offers students the chance to pursue both a JD degree and a Master of Arts in International Relations (MAIR). Since these programs allow the concurrent pursuit of two degrees, with some courses credited toward both a JD degree and a master's degree, students can generally save time and expense. With proper planning, the dual degree program takes approximately four years to complete.

Students interested in this dual degree program must apply to, and be accepted by, both programs. Students generally begin at the School of Law, and start their master's program in their second year. Regardless which program a student enrolls in first, graduate school credits may not be transferred to the law school until after completion of the entire first year of law study.

Students in the dual JD/MAIR degree program may, with the prior permission of the law school, apply up to six units of their MAIR coursework toward their JD degree. Additionally, dual JD/MAIR students may apply, with permission of the MAIR program director, up to 12 units of coursework in international law at the law school toward their MAIR degree requirements.

**BA/MAIR Combined Degree Program**

Through the Combined BA/MAIR Degree Program, undergraduates who are completing a degree in Political Science or International Relations at the University of San Diego may apply for admission to the Master of Arts in International Relations degree program while completing the requirements for their Bachelor's degree.

With graduate director approval, undergraduate students admitted to the combined degree program are permitted to take up to 12 units of 500-level coursework to count towards the requirements for both degrees, with 500-level courses also counting as undergraduate electives. USD undergraduate students may begin the Master's program during their junior or senior year, provided that they have a 3.5 GPA within the major and have completed at least two 300- or 400-level political science or international relations courses. Since these programs allow the concurrent pursuit of two degrees, with courses credited toward both the BA and the MAIR, students can generally save time and expense.

Students admitted to the Combined Degree Program will have undergraduate status until they complete their BA degree requirements, and will become graduate students in the term after graduation from the undergraduate program. Combined degree students must maintain a GPA of at least 3.0 at both the undergraduate and graduate level, or be subject to academic probation and/or expulsion from the graduate program. Combined degree students must complete a minimum of 18 units while they have graduate student status in order to satisfy the graduate program requirements.

# MA in Counseling, Clinical Mental Health Counseling

## Program Overview

**Program Title**
Clinical Mental Health Counseling

**Program Type**
Concentration/Emphasis/Track/

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Master of Arts

**Catalog Full Description**
The Clinical Mental Health specialization requires 60 units. Upon graduation students are eligible to become Associate Professional Clinical Counselors (APCC as defined by the California Board of Behavioral Sciences). In California, Associate Professional Clinical Counselors are required to complete 3000 post-graduate supervised clinical hours and pass the licensing exam to become Licensed Professional Clinical Counselors (LPCC). The program meets licensure eligibility requirements in most other states as well but students are encouraged to check specific requirements for licensure in the state in which they intend to become licensed. The Clinical Mental Health specialization is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

## Program Requirements

**Requisites**

## Specialization Requirements

### Program Specialization Courses

Students in all counseling 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 specific to their areas of professional practice. The program requires the student to complete three terms of practicum or fieldwork in an approved setting related to the student's career goal.

## CMHC Program Plan - Year 1

| | | |
|---|---|---|
| **Fall I** | | |
| COUN 502 | Professional Orientation, Law and Ethics in Counseling | 3 |
| COUN 520 | Counseling Theories and Practice | 3 |
| COUN 530 | Assessment Techniques in Counseling | 3 |
| COUN 564 | Counseling Skills | 3 |
| **Intersession I** | | |
| COUN 505 | Human Development | 3 |
| **Spring I** | | |
| COUN 526 | Group Counseling | 3 |
| COUN 541 | Advanced Counseling: Diagnosis And Treatment Planning | 3 |
| COUN 547 | Risk Assessment and Trauma Intervention in Clinical Mental Health Counseling | 3 |
| COUN 555 | Evidence Based Counseling Theory and Techniques | 3 |
| **Summer I** | | |
| COUN 510 | Career Development Across the Lifespan | 3 |
| COUN 515 | Multicultural Counseling | 3 |
| COUN 587P | Clinical Mental Health Counseling Practicum | 3 |
| **Total Units** | | **36** |

## CMHC Program Plan - Year 2

| | | |
|---|---|---|
| **Fall II** | | |
| COUN 533 | Seminar in Field Based Research: Proposal Development | 1.5 |
| COUN 542 | Addictions Counseling | 3 |
| COUN 544 | Intro Family Counseling | 3 |
| COUN 598P | Clinical Mental Health Counseling Internship | 3 |
| **Intersession II** | | |
| COUN 562 | Positive Psychology: Theory and Applications | 3 |
| or COUN 575 | Advanced Counseling Skills: Motivational Interviewing | |
| **Spring II** | | |
| COUN 534 | Seminar in Field Based Research: Analysis and Reporting of Research | 1.5 |
| COUN 549 | Psychopharmacology | 3 |
| COUN 550 | Couples and Sexuality | 3 |
| COUN 598P | Clinical Mental Health Counseling Internship | 3 |
| **Total Units** | | **24** |

## Clinical Contact Hours

Students must successfully complete a minimum of 700 clock hours of supervised practicum over three semesters. At least 240 clock hours of direct service during the three semesters of practicum, during the first semester a minimum of 100 hours/40 direct service hours with a minimum of 120 direct hours per practicum II/III, including experience in leading groups.

## Clinical Instruction Benchmark Assessment (CIBA)

A Clinical Instruction Benchmark Assessment (CIBA) is utilized to assess readiness for practicum training and to provide candidates with personal and professional development feedback.

## Capstone Research Project Defense

The Counseling Program utilizes a capstone research project defense as part of the assessment of student readiness to complete the program. The Research project defense requires that students complete a research project in consultation with their advisor. The defense is a public presentation of the student's research project and its findings. In addition to the presentation, each student is required to turn in a formal written 'Research Brief' project report. The Research defense is generally taken during the final semester of courses.

## International Requirement

At SOLES, all masters and doctoral students participate in an international experience designed to support the growth of cultural competency. Our goal is to inform best practices in working with culturally diverse populations locally, nationally, and globally. International experiences are approved by each student's faculty advisor and can be credit based or non-credit based activities.

**Learning Outcomes**

#1 Demonstrate their knowledge, skills and level of professional identity as a counselor; as they pertain to professional history and philosophy, roles and responsibilities, advocacy and interagency collaboration, standards and credentials, certification and licensure, ethical and legal standards, and professional membership and service.

#2 Integrate knowledge pertaining to research, theories and practice strategies to advocate for and serve socially and culturally diverse clients in a multi-cultural society.

#3 Utilize theories, models, research evidence and practice strategies related to human growth and development; including social, cultural and societal influences on the life stages.

#4 Utilize theories, models, research evidence and practice relating to career development at all stages of the lifespan.

#5 Utilize theories, models, research evidence and practice strategies to build helping relationships with diverse clients.

#6 Integrate knowledge about group dynamics, group development and process theories, group leadership styles, and group counseling methods as they ethically and professionally practice group leadership skills.

#7 Incorporate ethical guidelines of the profession and research evidence when selecting, administering and interpreting developmentally and culturally appropriate assessments for their socially and culturally diverse clients.

#8 Evaluate and incorporate ethically and culturally relevant research findings when selecting strategies for interventions, treatments and program evaluations.

#9 Apply effective principles and practices for diagnosis, treatment, referral and prevention when initiating, maintaining and terminating counseling services for socially and culturally diverse clients.

#10 Demonstrate preparedness for participation and leadership in the design, delivery, management and accountability of school counseling programs; while considering developmental and functioning levels of students, available school/family/community resources, and research based prevention/intervention/crisis management practices.

## Recommended Program of Study

Recommended Program of Study:

| | | |
|---|---|---|
| YEAR 1 | | |
| SEMESTER I | | |
| | | |
| | | |
| SEMESTER II | | |
| | | |
| | | |
| YEAR 2<br>SEMESTER I | | |
| | | |
| | | |
| | | |
| SEMESTER II | | |
| | | |
| | | |
| YEAR 3<br>SEMESTER I | | |
| | | |
| | | |
| SEMESTER II | | |
| | | |
| | | |
| YEAR 4<br>SEMESTER I | | |
| | | |
| | | |
| SEMESTER II | | |

# MA in Counseling, School Counseling with PPS and Licensure Eligibility (LPCC)

## Program Overview

**Program Title**
MA in Counseling, School Counseling with PPS and Licensure Eligibility (LPCC)

**Program Type**
Concentration/Emphasis/Track/

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Master of Arts

**Catalog Full Description**
Through the School Counseling 60-unit specialization, students earn the PPS credential and take additional coursework to become eligible for licensure as a Licensed Professional Clinical Counselor. Students who opt to pursue this track should have an interest in providing School-Based Mental Health Services. Through this program, students fulfill the requirements to earn a pupil personnel services credential (http://www.ctc.ca.gov/credentials/CREDS/pupil-personnelsvcs.html) (PPS) from the California Commission on Teacher Credentialing and meet requirements outlined by the California Board of Behavioral Sciences (http://www.bbs.ca.gov/applicants/lpcc.html). Our school counseling program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (http:// www.cacrep.org/) (CACREP).

## Additional Admission Requirements

See the Admission page for basic admission requirements.
See the Credential page for credential requirements.

| | |
|---|---|
| Entrance Semesters | Fall |
| Application Deadlines | Visit http://www.sandiego.edu/soles/admissions/deadlines.php |
| Minimum Grade Point Average | 3.0 (4.0 scale) in all undergraduate coursework |
| Standardized Admissions Test | Not Required |
| Additional Requirements | Resume |
| | Statement of Purpose |
| | Two letters of recommendation |
| Interview | The most qualified applicants to the counseling program will be invited to USD for a group interview. Applicants who are unavailable for this interview will be contacted by a faculty member for a virtual interview |

## Program Requirements

**Requisites**

## Degree Requirements

### Program Specialization Courses

Students in all counseling 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 specific to their areas of professional practice. The program requires the student to complete three terms of practicum or fieldwork in an approved setting related to the student's career goal.

| FALL 1 | | UNITS |
|---|---|---|
| COUN 507 | Professional Identity, Law and Ethics in School Counseling | 3 |
| COUN 520 | Counseling Theories and Practice | 3 |
| COUN 530 | Assessment Techniques in Counseling | 3 |
| COUN 564 | Counseling Skills | 3 |
| INTERSESSION I | | |
| COUN 505 | Human Development | 3 |
| SPRING I | | |
| COUN 536 | Applied Theories and Techniques for Counseling in School Settings | 3 |
| COUN 541 | Advanced Counseling: Diagnosis And Treatment Planning | 3 |
| COUN 549 | Psychopharmacology | 3 |
| COUN 588P | Practicum: School | 3 |
| SUMMER I | | |
| COUN 510 | Career Development Across the Lifespan | 3 |
| COUN 515 | Multicultural Counseling | 3 |
| COUN 526 | Group Counseling | 3 |
| FALL II | | |
| COUN 523 | Seminar in Field-Based Research: Proposal Development | 3 |
| COUN 542 | Addictions Counseling | 3 |
| COUN 552 | Working with Diverse Couples and Families in School Settings | 3 |
| COUN 590F | Fieldwork in School Settings | 3 |
| INTERSESSION II | | |
| COUN 531 | Advanced Topics in School Counseling | 3 |
| SPRING II | | |
| COUN 524 | Advanced Implementation of Mental Health and Restorative Programming in Schools | 3 |
| COUN 537 | School Counseling Consultation, Crisis, and Trauma | 3 |
| COUN 590F | Fieldwork in School Settings | 3 |
| Total Units | | 60 |

## Clinical Contact Hours

Students must successfully complete a minimum of 100 clock hours (minimum of 40 direct service hours) of supervised practicum over one semester and 800 (minimum of 240 direct service hours). Additionally, students will have the opportunity to work with students of diverse backgrounds (150 hours) including socioeconomic disadvantages, English learners, homeless youth, foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities; and understand information on school, district, State, and Federal policies and the impact of resulting practices.) clock hours of supervised fieldwork over two semesters.

## Clinical Instruction Benchmark Assessment (CIBA)

A Clinical Instruction Benchmark Assessment (CIBA) is utilized to assess readiness for practicum training and to provide candidates with personal and professional development feedback.

## Fieldwork Readiness Meeting

A fieldwork readiness meeting is held following the practicum to provide candidates with personal and professional development feedback, to assess progress in the program, and to determine the student's readiness for advancement to fieldwork. For School Counseling students, the fieldwork readiness meeting is completed prior to approval to register for the Fieldwork in School Settings course (COUN 590).

## Capstone Research Project Defense

The Counseling Program utilizes a capstone research project defense as part of the assessment of student readiness to complete the program. The Research project defense requires that students complete a research project in consultation with their advisor. The defense is a public presentation of the student's research project and its findings. In addition to the presentation, each student is required to turn in a formal written 'Research Brief' project report. The Research defense is generally taken during the final semester of courses.

## International Requirement

At SOLES, all masters and doctoral students participate in an international experience designed to support the growth of cultural competency. Our goal is to inform best practices in working with culturally diverse populations locally, nationally, and globally. International experiences are approved by each student's faculty advisor and can be credit based or non-credit based activities.

**Learning Outcomes**

#1 Demonstrate their knowledge, skills and level of professional identity as a counselor; as they pertain to professional history and philosophy, roles and responsibilities, advocacy and interagency collaboration, standards and credentials, certification and licensure, ethical and legal standards, and professional membership and service.

#2 Integrate knowledge pertaining to research, theories and practice strategies to advocate for and serve socially and culturally diverse clients in a multi-cultural society.

#3 Utilize theories, models, research evidence, and practice strategies related to human growth and development; including social, cultural and societal influences on the life stages.

#4 Utilize theories, models, research evidence and practice relating to career development at all stages of the lifespan.

#5 Utilize theories, models, research evidence and practice strategies to build helping relationships with diverse clients.

#6 Integrate knowledge about group dynamics, group development and process theories, group leadership styles, and group counseling methods as they ethically and professionally practice group leadership skills.

#7 Incorporate ethical guidelines of the profession and research evidence when selecting, administering and interpreting developmentally and culturally appropriate assessments for their socially and culturally diverse clients.

#8 Evaluate and incorporate ethically and culturally relevant research findings when selecting strategies for interventions, treatments and program evaluations.

#9 Apply effective principles and practices for diagnosis, treatment, referral and prevention when initiating, maintaining and terminating counseling services for socially and culturally diverse clients.

#10 Demonstrate preparedness for participation and leadership in the design, delivery, management and accountability of school counseling programs; while considering developmental and functioning levels of students, available school/family/community resources, and research based prevention/intervention/crisis management practices.

### Recommended Program of Study

| | | |
|---|---|---|

# MA Higher Education Leadership

## Program Overview

**Program Title**
Higher ED Leadership

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Master of Arts

**Catalog Full Description**
The Masters of Arts in Higher Education Leadership is designed to provide professionals dedicated to the field of higher education with the skills and ability to make an impact at colleges and universities. The program prepares individuals to find meaningful work as academic and student services educators and professionals in institutions of higher education, government agencies, and non-profit organizations. It features equity-driven leadership, which challenges educators and professionals to address practices, policies, and barriers that perpetuate inequities in our society. In the field of higher education, leaders must learn how to think critically about inequality and oppression not only to combat institutional discrimination and bias (both explicit and implicit) but also to eliminate disparities in educational outcomes.

All students in the Higher Education Leadership Program take courses in the leadership core. These courses are designed to enhance students' understanding of leadership theory, its practical applications, and how to view leadership through a restorative justice lens that focuses on identifying and addressing harms that exist in higher education environments. Students also take courses 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.

The program's capstone is a year-long action research project.

Students work closely with their advisor to design a program responsive to their professional goals. Students can choose to pursue these graduate certificates as part of their degree (in some cases more than 36 units will be required to earn both the MA and a certificate).

1. Leadership Coaching Certificate,
2. Restorative Justice Leadership and Facilitation Certificate, or
3. Interdisciplinary Certificate in Trauma Awareness and Resilience.

Students design their project in the Action Research Design and Methodology course and then undertake the project as a way to study and implement a leadership experience designed to have a meaningful impact in higher education. Students design, lead, implement and evaluate a changemaking initiative in higher education that addresses the issues most important to them. At the end of the program, students are well-positioned to make an impact throughout their careers.

## Additional Admission Requirements

See the Admission page for basic admission requirements.

| | |
|---|---|
| Entrance Semesters | Fall |
| Application Deadlines | Visit www.sandiego.edu/soles/admissions/deadlines.php |
| Minimum Grade Point Average | 3.0 (4.0 scale) in all undergraduate coursework |
| Standardized Admission Test | Not required. 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. |
| | Resume |
| | Statement of Purpose |
| | Two letters of recommendation |

## Program Requirements

**Requisites**

## Program Requirements

| | | |
|---|---|---|
| **Students will be advised by the department as to the order in which to take their courses.** | | |
| **Leadership Core** | | **15** |
| LEAD 533 | Foundations of Leadership Coaching | 3 |
| LEAD 540 | Introduction to Restorative Justice: A Global Social Movement | 3 |
| LEAD 550 | Leadership and Identity: Theory and Exploration | 3 |
| LEAD 551 | Human Relations for Leaders | 3 |
| LEAD 559 | Organizational Theory and Change | 3 |
| **Research Requirement** | | **6** |
| LEAD 547 | Action Research Methods I | 3 |
| LEAD 552 | Action Research Practicum I | 1.5 |
| LEAD 553 | Action Research Practicum II | 1.5 |
| **Practical Experience**<br>Choose 3 units from the following | | **3** |
| LEAD 542P | Restorative Justice Leadership in Practice | 3 |
| LEAD 544 | Building Professional Practice in Coaching | 2 |
| LEAD 593P | Practicum in Leadership Coaching | 1 |
| LEAD 592 | Introduction to Student Affairs Seminar This course is only open to, and will be required for any first-year student in the Student Affairs/SOLES Collaborative (SASC) program. | 3 |
| LEAD 598 | Leadership In Action | 3 |
| **Higher Education Core** | | **6** |
| LEAD 565 | Dynamics of Race, Gender and Culture in Higher Education | 3 |
| LEAD 569 | Making Meaning and the Collegiate Experience | 3 |
| **Electives**<br>Choose 6 units from the following | | **6** |
| LEAD 532 | Foundations in Trauma Awareness, Resilience, and Restorative Approaches Across the Professions | 3 |
| LEAD 541 | Restorative Justice Facilitation Skill-Building Intensive | 3 |
| LEAD 566 | Core Competencies of Leadership Coaching | 3 |
| LEAD 568I | Global Perspectives in Higher Education | 3 |
| or LEAD 579I | Experimental Topics: International Experience | |
| or LEAD 581 | Special Topics in Leadership | |
| or LEAD 535I | Models of Participatory Leadership | |
| or LEAD 587I | Community Models of Leadership – Sri Lanka Global Study | |
| or LEAD 623I | Educational Reform: Educational Systems in Post Conflict Environments | |
| LEAD 594 | Higher Education Professional Development Seminar This course is only open to, and will be required for any second-year student in the Student Affairs/SOLES Collaborative (SASC) program during the fall and spring of their second year for a total of 3 units. | 1.5 |
| **Additional electives may be approved by your advisor, based on offered courses in the department. Students will be required to submit a Substitution form for any courses not on this list to be counted towards their degree requirements. Not all electives are guaranteed to be offered.** | | |

### International Requirement

At SOLES, all masters and doctoral students participate in an international experience designed to support the growth of cultural competency. Our goal is to inform best practices in working with culturally diverse populations locally, nationally and globally. International experiences are approved by each student's faculty advisor and can be credit based or non-credit based activities.

### Exit Requirement

Action Research Project or Action Research Thesis (please consult advisor and student handbook for specific requirements)

# MA Leadership Studies

## Program Overview

**Program Title**
Leadership Studies

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Master of Arts

**Catalog Full Description**
This 36 unit program is designed for candidates who seek to create innovative and dynamic approaches to learning and leadership. The MA offers a unique degree of freedom and flexibility in how one seeks this degree. Students are invited to examine, reflect and act on passionate concerns, working closely with faculty and fellow students, to bring theory and practice together to meet academic and professional goals.

The MA in Leadership Studies program is guided by the three pillars:

- Development of an international and global mindset
- Prioritization of intercultural sensitivity and competence
- Commitment to social justice and advocacy

Guided by these three pillars, students develop a leadership identity and the knowledge and skills to be effective leaders and take life to the next level of excellence.

Courses in this program 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.

## Dual Degree International Concentration

This program also offers the International concentration as a Dual Degree Program with the MBA from Centro de Enseñanza Tecnica Y Superior (CETYS) in Mexico

## Additional Admission Requirements

See the Admission page for basic admission requirements.

| | |
|---|---|
| Entrance Semesters | Fall, Spring and Summer |
| Application Deadlines | Visit www.sandiego.edu/soles/admissions/deadlines.php |
| Minimum Grade Point Average | 3.0 (4.0 scale) in all undergraduate coursework |
| Standardized Admission Test | Not required. 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. |
| | Resume |
| | Statement of Purpose |
| | Two letters of recommendation |

## Program Requirements

**Requisites**

## Program Requirements

| | | |
|---|---|---|
| **Leadership Foundations** | | **12** |
| LEAD 545 | Survey of Leadership Theories | 3 |
| LEAD 554 | Negotiation and Leadership | 3 |
| LEAD 555 | Ethical Leadership for Global Social Justice | 3 |
| LEAD 559 | Organizational Theory and Change | 3 |
| **Experiential Leadership** | | **12** |
| LEAD 533 | Foundations of Leadership Coaching | 3 |
| LEAD 550 | Leadership and Identity: Theory and Exploration | 3 |
| LEAD 551 | Human Relations for Leaders | 3 |
| LEAD 598 | Leadership In Action | 3 |
| **Leadership Inquiry** | | **6** |
| LEAD 549 | Research Design and Methodology for Global and Intercultural Leaders | 3 |
| LEAD 589 | Capstone Seminar | 3 |
| **Professional Practice Elective** | | **3** |
| LEAD 532 | Foundations in Trauma Awareness, Resilience, and Restorative Approaches Across the Professions | 3 |
| LEAD 566 | Core Competencies of Leadership Coaching | 3 |
| LEAD 594 | Higher Education Professional Development Seminar | 1.5 |
| **Global Requirement** | | **3** |
| *Students will select their Global Requirement course in consultation with their faculty advisor. This course can be a global study course or an on campus course with an "I" designation.* | | |

## Leadership Studies - International: Dual Degree Program with the MBA from Centro de Enseñanza Tecnica Y Superior (CETYS) in Mexico

Students from CETYS complete this program at the CETYS campuses in Mexicali and Tijuana with instruction from esteemed USD Leadership Studies faculty. Students may also participate in SOLES Global study courses. Students in this program earn an MBA from CETYS and an MA from USD. All courses are delivered in English.

Program Requirements for students in the International Concentration

| | | |
|---|---|---|
| **CETYS students will complete the following courses offered by USD.** | | **18** |
| **Leadership Core** | | |
| LEAD 545 | Survey of Leadership Theories | 3 |
| LEAD 551 | Human Relations for Leaders | 3 |
| or LEAD 533 | Foundations of Leadership Coaching | |
| LEAD 559 | Organizational Theory and Change | 3 |
| LEAD 589 | Capstone Seminar | 2 |
| **Electives** | | |
| LEAD 511 | Strategic Planning and Positioning | 2 |
| LEAD 556I | Culture and Leadership | 2 |
| LEAD 554 | Negotiation and Leadership | 3 |
| **The following LEAD courses will be fulfilled by MBA coursework completed at CETYS.** | | **18** |
| **Leadership Core** | | |
| LEAD 555 | Ethical Leadership for Global Social Justice ((CETYS GMA201 Business Ethics)) | 3 |
| **Research Requirement** | | |
| LEAD 549 | Research Design and Methodology for Global and Intercultural Leaders ((CETYS GMA 202 Statistics for Business)) | 3 |
| **Internship (Practical Experience)** | | |
| LEAD 598 | Leadership In Action ((CETYS GMA 200 Entrepreneurship)) | 3 |
| **Program Electives** | | **9** |
| LEAD 579 | Experimental Topics (CETYS GMA 214 Global Economics ) | 3 |
| LEAD 579 | Experimental Topics (CETYS GMA 210 Financial Administration for Management) | 3 |
| LEAD 579 | Experimental Topics (CETYS 213 Human Resources Management) | 3 |

## International Requirement

At SOLES, all masters and doctoral students participate in an international experience designed to support the growth of cultural competency. Our goal is to inform best practices in working with culturally diverse populations locally, nationally and globally. International experiences are approved by each student's faculty advisor and can be credit based or non-credit based activities.

**Note:** Students in the International Concentration from CETYS will have their International experience met by LEAD 556I - Leadership and Culture. Additionally, these students will have the option to participate in a SOLES Global course through USD if they choose, but these course will not count towards the required 18 units offered by USD.

## Exit Requirement

The program has an exit requirement of a portfolio. Candidates will register for the Capstone Seminar (LEAD 589) in their final semester to receive scaffolding and support in the completion of their exit requirement. Candidates should also refer to the guidelines noted in their Handbook.

Thesis: This option is available for candidates who plan post-master's or doctoral work. Candidates who select this exit option will register for LEAD 595 Thesis Supervision in place of LEAD 589 Capstone Seminar. Guidelines for thesis work can be found in the Handbook. Candidates must continue to register for at least 1 unit of LEAD 595 each semester until the thesis has been approved.

**Learning Outcomes**

### Leadership and Development Theories

Masters candidates will articulate prominent leadership theories in Leadership Studies, analyze and critique these theories, and apply these theories in the course of addressing a variety of organizational issues and problems.

### Critical Thinking and Analytical Approaches

Students will select relevant information, organize and evaluate the information, and apply the information to issues of leadership.

### Organizational Systems and Group Dynamics

Students will demonstrate an understanding of key theories of organizational behavior and change, and apply these theories in an organizational setting.

### Cultural Competency Global Understanding

Students will critically examine cultures other than their own, and apply the knowledge gained in their personal and professional lives.

### Self-awareness

Graduates will have an ability to reflect upon their own skills and limitations as leaders, evidenced by performance in working with groups.

## MA Restorative Justice Facilitation and Leadership

### Program Overview

**Program Title**
Restorative Justice Leadership

**Program Type**
Major

**College/School**
Kroc School of Peace Studies

**Program Level**
Graduate

**Degree Designation**
Master of Arts

**Catalog Full Description**
The Master of Arts in Restorative Justice Facilitation and Leadership (MARJ) will develop a new generation of diverse RJ leaders by providing a comprehensive course of study about restorative justice.

Restorative Justice is a philosophical approach that embraces the reparation of harm and healing of trauma. A central practice of restorative justice is a collaborative decision-making process that includes harmed parties, people who have caused harm, and others who are seeking active accountability. Restorative justice is a global social movement with applications ranging from the way a teacher responds to minor misbehavior in school classrooms to prosecutors' support of a crime victim's desire to confront the person responsible to a society's healing approach in the aftermath of war or genocide.

The MARJ will build upon USD's Certificate in Restorative Justice Facilitation and Leadership, with its three courses forming the core experience of the MARJ first year. The MARJ would be a 30-unit non-residential degree. Students would enroll using a cohort model (taking their coursework together and on the same timeline). Courses will be delivered both online (asynchronous) and in person with short, immersive courses during intersession and summer.

The MARJ is designed to meet the needs of a variety of individuals including professionals in K-12 education, higher education, the nonprofit sector, the criminal legal system, and those from other sectors who plan to start a new career in restorative justice.

## Additional Admission Requirements

See the Admission page for basic admission requirements.

| | |
|---|---|
| Entrance Semesters | Fall |
| Application Deadlines | Visit www.sandiego.edu/soles/admissions/deadlines.php |
| Minimum Grade Point Average | 3.0 (4.0 scale) in all undergraduate coursework |
| Standardized Admission Test | Not Required. Applicants at or near the minimum GPA may choose to submit Graduate Record Examination (GRE) general test scores to strengthen their application. |
| Additional Requirements | Resume |
| | Statement of Purpose |
| | Two letters of recommendation |

### Program Requirements

**Requisites**
Students are expected to complete the 30 units of graduate work for this degree in 17 months, according to the following schedule. All courses carry three units of credit.

| | | |
|---|---|---|
| **FIRST YEAR** | | |
| FALL | | **UNITS** |
| MARJ 500 | Introduction to Restorative Justice: A Global Social Movement | 3 |
| MARJ 505 | Foundations of Peace, Justice and Social Change | 3 |
| INTERSESSION | | |
| MARJ 510 | Restorative Justice Facilitation Skill-Building Intensive | 3 |
| **SPRING** | | |
| MARJ 515 | Leading Change in Complex Ecosystems | 3 |
| MARJ 520 | Restorative Justice Leadership in Practice | 3 |
| **SUMMER** | | |
| MARJ 525 | Travel Seminar in Restorative Justice | 3 |
| MARJ 530 | Policy Advocacy Leadership | 3 |
| **SECOND YEAR** | | |
| **FALL** | | |
| MARJ 535 | Trauma-Informed Restorative Justice | 3 |
| MARJ 540 | Restorative Justice Project Design and Grant Writing | 3 |
| **INTERSESSION** | | |
| MARJ 545 | Advanced Restorative Justice Facilitation and Training | 3 |

**Learning Outcomes**

### Knowledge

1. Articulate the philosophy and practice of restorative justice.
2. Explain the unintended harmful consequences of contemporary punishment practices in various organizational settings.
3. Integrate various applications of restorative justice in a variety of institutions using a cross-cultural perspective.
4. Demonstrate appropriate restorative justice research strategies and implement correct criteria for assessments of restorative programs.

### Skills

1. Demonstrate competence in facilitating a trauma-informed restorative process from pre-dialogue preparation to dialogue facilitation to post-dialogue mentoring and support.

2. Skillfully integrate a variety of conflict resolution skills into restorative facilitation, such as conflict analysis, nonviolent communication, conflict coaching, mediation, shuttle negotiation, and design thinking.

### Abilities

1. Evaluate effectiveness of restorative justice implementation through critical assessment of grassroots (bottom-up) and administrative (top-down) initiatives.
2. Create new restorative organizations, policies, programs, or processes across contexts.
3. Develop a restorative leadership style that initiates and supports restorative efforts.
4. Customize a restorative approach for particular audiences (such as K-12, sexual harm, reintegration after incarceration, etc.)

## Recommended Program of Study

Recommended Program of Study:

| | | |
|---|---|---|
| YEAR 1 | | |
| SEMESTER I | | |
| | | |
| | | |
| SEMESTER II | | |
| | | |
| | | |
| YEAR 2<br>SEMESTER I | | |
| | | |
| | | |
| | | |
| SEMESTER II | | |
| | | |
| | | |
| YEAR 3<br>SEMESTER I | | |
| | | |
| | | |
| SEMESTER II | | |
| | | |
| | | |
| YEAR 4<br>SEMESTER I | | |
| | | |
| | | |
| SEMESTER II | | |

# MA Marital and Family Therapy

## Program Overview

**Program Title**
Marital & Family Therapy

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Master of Arts

**Catalog Full Description**
The Marital and Family Therapy (MFT) 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 MFT 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 MFT program is one of only seven master's degree-granting programs in California accredited by the COAMFTE.

Graduates of the MFT 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 49 states with Marriage and Family Therapist licensure.

## General Degree Requirements

The MA in MFT is a non-thesis degree program requiring the successful completion of 60 units of graduate coursework, a written comprehensive exam, completion of an approved international experience 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 six units per semester.

## Additional Admission Requirements

See the Admission page for basic admission requirements.
See the Credential page for credential requirements.

| | |
|---|---|
| Entrance Semesters | Fall, Spring |
| Application Deadline | Visit http://www.sandiego.edu/soles/admissions/deadlines.php |
| Minimum Grade Point Average | 3.0 (4.0 scale) in bachelor's or in master's coursework |
| Additional Requirements | Resume |
| | Statement of Purpose |
| | Two letters of recommendation |
| Interview | After an initial review of applications to the Marital and Family Therapy program, the most qualified candidates will be invited to USD for a group interview with the MFT faculty. 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, out-of-state applicants are strongly encouraged to attend the on-campus group interview, if possible. |

## Program Requirements

**Requisites**

| | | |
|---|---|---|
| MFTS 500 | Research in Family Therapy | 3 |
| MFTS 523 | Family Therapy Theories I | 3 |
| MFTS 524 | Family Therapy Theories II | 3 |
| MFTS 528 | Psychopathology in the Family | 3 |
| MFTS 529 | Ethical, Legal, & Professional Issues in Family Therapy | 3 |
| MFTS 532 | Human Diversity in Family Therapy | 3 |
| MFTS 533 | Family Development | 3 |
| MFTS 541 | Systemic Treatment of Children | 3 |
| MFTS 543 | Developmental Psychopathology | 3 |
| MFTS 544 | Psychopharmacology and Systems | 2 |
| MFTS 546 | Couples and Sex Therapy | 3 |
| MFTS 562 | Recovery-oriented Case Management | 1 |
| MFTS 563 | Collaborative Care | 1 |
| MFTS 570 | Systemic Treatment of Substance Abuse | 2 |
| MFTS 567 | Individual, Family and Community Trauma | 2 |
| MFTS 571 | Family Violence | 1 |
| MFTS 574 | Aging Issues in Family Therapy | 1 |
| MFTS 577 | Treatment of Severe Mental Illness | 3 |
| MFTS 595P | Practicum in MFT 1 | 5 |
| MFTS 596P | Practicum in MFT 2 | 5 |
| MFTS 597P | Practicum in MFT 3 | 5 |
| **Electives** | | |
| **Take two of the following:** | | |
| MFTS 542 | Families of Children with Special Needs | 1 |
| MFTS 572 | Gender Issues in Family Therapy | 1 |
| MFTS 573 | Group Therapy | 1 |
| MFTS 575 | Social Neuroscience for Family Therapists | 1 |
| MFTS 576 | Self of the Therapist | 1 |
| MFTS 578 | Spiritual Issues in Family Therapy | 1 |

# Degree Requirements

## Comprehensive Examination

Successful completion of a comprehensive examination is required for graduation. The exam is taken in the second year and covers three areas: Theory & Application, Assessment, and Law & Ethics. Students are given two hours to complete each section.

## Clinical Contact Hours

Students must successfully complete a total of 500 clinical contact hours (minimum of 200 relational hours) and 100 supervision hours (minimum of 50 with raw data) while enrolled in Practicum.

## Completion of Prerequisite Requirements

Students must complete the three prerequisite requirements (Human Development, Research Methods and either Counseling Theories or Theories of Personality) either prior to enrollment in the program or before the beginning of their second semester in the program.

## Practicum In MFT

An important part of the training program is the practical experience and training students receive during the clinical practicum. The MFT faculty maintains a variety of sites that meet the rigorous clinical hour and supervision requirements. Practicum placements are typically non-paying positions.

Practicum (MFTS 595P, MFTS 596P, MFTS 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, 200 of which need to be with couples or families. Students receive a minimum of 100 hours of supervision from MFT 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.

## International Requirement

At SOLES, all masters and doctoral students participate in an international experience designed to support the growth of cultural competency. Our goal is to inform best practices in working with culturally diverse populations locally, nationally and globally. International experiences are approved by each student's faculty advisor and can be credit based or non-credit based activities.

# MA Nonprofit Leadership and Management

## Program Overview

**Program Title**
Nonprofit Leadership & Mgmt

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Master of Arts

**Catalog Full Description**
This 36 unit degree presents an integrated course of study combining leadership theory and practice with proven management models, strategies and tools designed to produce thoughtful and effective nonprofit leaders. The program is designed for individuals who want to be part of an intentional learning community of practitioners and scholars in the nonprofit field. Students learn new ways of conceptualizing their work through their studies with noted faculty from the School of Leadership and Education Sciences as well as from prominent nonprofit practitioners who teach in the program.

Students in the Nonprofit Leadership and Management Program take a specified number of required courses, and select complementary elective coursework to meet their learning objectives and achieve their career goals. The nonprofit curriculum is focused on applied learning, which facilitates the transfer of knowledge from theory to practice. Many courses include applied projects in which students work independently or in teams to provide consulting services to nonprofits and foundations. These projects give students an opportunity to incorporate real-world expertise into their learning while building their professional networks. Examples of applied projects include organizational audits, governance documents, development plans, legislative campaigns, research-based programs and evaluation designs, and community engagement campaigns (among other products). Examples of noteworthy applied projects can be accessed through our online library.

Students should note the following unique opportunities associated with this degree:

- Arts and Culture Leadership Certificate
- Optional National Credential with the Nonprofit Leadership Alliance (NLA)
    - The National Credential is open to all current students and alumni of the Nonprofit Leadership and Management Program. Students wishing to receive the credential must complete the following:
        - Nonprofit competency requirements (which is a part of the MA program coursework). Competency areas of study include: nonprofit fundamentals, ethics,

volunteer management, board development, fundraising and resource development, finance, management and marketing

- Nonprofit service (this can be actual work experience in a nonprofit or volunteer work)
- Bachelor's degree
- Attendance at the Nonprofit Leadership Alliance Institute or an equivalent professional development meeting (i.e. Nonprofit Governance Symposium, State of Nonprofits Philanthropy Summit, etc.)
- Personal essay on leadership

## Additional Admission Requirements

See the Admission page for basic admission requirements.

| | |
|---|---|
| Entrance Semesters | Fall and Spring |
| Application Deadlines | Visit www.sandiego.edu/soles/admissions/deadlines.php |
| Minimum Grade Point Average | 3.0 (4.0 scale) in all undergraduate and graduate coursework |
| Standardized Admission Test | Applicants whose Grade Point Averages are below a 3.00 (on 4.00 scale) should contact the program director in advance of application and may be asked to submit the Graduate Record Examinations (GRE) General Test for consideration. |
| Additional Requirements | Resume |
| | Statement of Purpose |
| | Two letters of recommendation |

### Program Requirements

**Requisites**

## Program Requirements

| | | |
|---|---|---|
| **Required Core Courses** | | **27** |
| LEAD 500 | Research, Design and Evaluation of Nonprofit Programs | 4 |
| LEAD 501 | Nonprofit Sector: Theory & Practice | 3 |
| LEAD 503 | Nonprofit Finance | 3 |
| LEAD 505 | Developing Human Capital | 3 |
| LEAD 506 | Resource Development and Marketing | 3 |
| LEAD 507 | Community Partnerships & Civic Engagement | 3 |
| LEAD 510 | Board Development | 2 |
| LEAD 545 | Survey of Leadership Theories | 3 |
| or LEAD 550 | Leadership and Identity: Theory and Exploration | |
| LEAD 559 | Organizational Theory and Change | 3 |
| **Elective Courses** | | **9** |
| **Select 9 elective units from list below** | | |
| **Total Degree Units** | | **36** |

Please note: In rare instances where a student has a demonstrated competency in one of the core curriculum subjects 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.

| | | |
|---|---|---|
| **Electives choices** | | |
| LEAD 504 | Human Relations for Leaders | 1 |
| LEAD 508 | Grant Making for the Greater Good | 2 |
| LEAD 509 | Legal Issues, Human Resources and Risk Management | 2 |
| LEAD 511 | Strategic Planning and Positioning | 2 |
| LEAD 512 | Policy Advocacy Leadership | 3 |
| LEAD 513 | Advocacy Skills and Strategies | 2 |
| LEAD 514 | Presentation Skills | 2-3 |
| LEAD 515 | Social Entrepreneurship-Innovations in Creating Social Value | 2-3 |
| LEAD 517 | Capital and Endowment Campaign Planning | 2 |
| LEAD 518I | Nonprofits and Civil Society in Guatemala | 2 |
| LEAD 519I | Understanding Bi-National Nonprofits In The Us-Mexican Border | 2 |
| LEAD 520 | Volunteer Engagement | 1 |
| LEAD 525 | Leadership in the Arts and Culture Sector | 3 |
| LEAD 526 | Leading Visitor-Facing Nonprofits | 3 |
| LEAD 527 | Arts and Cultural Leadership Institutional Tour | 3 |
| LEAD 555 | Ethical Leadership for Global Social Justice | 3 |
| LEAD 597 | Portfolio Seminar | 1 |
| **Other electives may be added.** | | |

The majority of the courses offered in this program will contain an applied consulting project, completed on behalf of a nonprofit organization. A student may not undertake more than 50% of his or her applied projects with a single nonprofit client.

## International Requirement

At SOLES, all masters and doctoral students participate in an international experience designed to support the growth of cultural competency. Our goal is to inform best practices in working with culturally diverse populations locally, nationally and globally. International experiences are approved by each student's faculty advisor and can be credit based or non-credit based activities.

## Exit Requirement

The terminal project for this degree is a portfolio of demonstrated competencies which will be evidenced by a submission of no fewer than three applied projects with accompanying supporting documents. Each portfolio will be evaluated by a nonprofit program faculty member and an external executive level nonprofit practitioner.

# MA in Counseling, School Counseling and Restorative Justice (59 units)

### Program Overview

**Program Title**
School Counseling with Certificate in Restorative Practices

**Program Type**
Concentration/Emphasis/Track/

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Master of Arts

**Catalog Full Description**
The School Counseling PPS 59-unit specialization prepares students to work as professional counselors in elementary, middle, and high school settings. Candidates develop knowledge and skills in student advocacy as well as in the design, implementation, and evaluation of comprehensive, results-based guidance and counseling programs for diverse student populations.

Through this program, students fulfill the requirements to earn a pupil personnel services credential (PPS) (http://www.ctc.ca.gov/credentials/CREDS/pupil-personnelsvcs.html) from the California Commission on Teacher Credentialing and receive a graduate certificate in Restorative Justice. Our school counseling program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

## Program Requirements

**Requisites**

# Degree Requirements

## Program Specialization Courses

Students in all counseling 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 specific to their areas of professional practice. The program requires the student to complete three terms of practicum or fieldwork in an approved setting related to the student's career goal.

## School Counseling Program Plan - Year 1

| | | |
|---|---|---|
| **Fall I** | | |
| COUN 507 | Professional Identity, Law and Ethics in School Counseling | 3 |
| COUN 520 | Counseling Theories and Practice | 3 |
| COUN 564 | Counseling Skills | 3 |
| COUN 552 | Working with Diverse Couples and Families in School Settings | 3 |
| **Intersession I** | | |
| COUN 505 | Human Development | 3 |
| **Spring I** | | |
| COUN 530 | Assessment Techniques in Counseling | 3 |
| COUN 536 | Applied Theories and Techniques for Counseling in School Settings | 3 |
| COUN 588P | Practicum: School | 3 |
| LEAD 540 | Introduction to Restorative Justice: A Global Social Movement | 3 |
| **Summer I** | | |
| COUN 510 | Career Development Across the Lifespan | 3 |
| COUN 515 | Multicultural Counseling | 3 |
| COUN 526 | Group Counseling | 3 |
| LEAD 541 | Restorative Justice Facilitation Skill-Building Intensive | 3 |
| **Total Units** | | **39** |

## School Counseling Program Plan - Year 2

| | | |
|---|---|---|
| **Fall II** | | |
| COUN 523 | Seminar in SC Field Based Research: Proposal Development | 3 |
| COUN 590F | Fieldwork in School Settings | 3 |
| LEAD 542P | Restorative Justice Leadership in Practice | 3 |
| **Intersession II** | | |
| COUN 531 | Advanced Topics in School Counseling | 3 |
| **Spring II** | | |
| COUN 524 | Seminar in SC Field Based Research: Analysis and Reporting of Research | 2 |
| COUN 537 | School Counseling Consultation, Crisis, and Trauma | 3 |
| COUN 590F | Fieldwork in School Settings | 3 |
| **Total Units** | | **20** |

## Clinical Contact Hours

Students must successfully complete a minimum of 100 clock hours (minimum of 40 direct service hours) of supervised practicum over one semester and 800 (minimum of 240 direct service hours). Additionally, students will have the opportunity to work with students of diverse backgrounds (150 hours) including socioeconomic disadvantages, English learners, homeless youth, foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities; and understand information on school, district, State, and Federal policies and the impact of resulting practices.) clock hours of supervised fieldwork over two semesters.

## Clinical Instruction Benchmark Assessment (CIBA)

A Clinical Instruction Benchmark Assessment (CIBA) is utilized to assess readiness for practicum training and to provide candidates with personal and professional development feedback.

## Fieldwork Readiness Meeting

A fieldwork readiness meeting is held following the practicum to provide candidates with personal and professional development feedback, to assess progress in the program, and to determine the student's readiness for advancement to fieldwork. For School Counseling students, the fieldwork readiness meeting is completed prior to approval to register for the Fieldwork in School Settings course (COUN 590).

## Capstone Research Project Defense

The Counseling Program utilizes a capstone research project defense as part of the assessment of student readiness to complete the program. The Research project defense requires that students complete a research project in consultation with their advisor. The defense is a public presentation of the student's research project and its findings. In addition to the presentation, each student is required to turn in a formal written 'Research Brief' project report. The Research defense is generally taken during the final semester of courses.

## Restorative Justice Facilitation and Leadership Graduate Certificate

Having access to the Center for Restorative Justice within SOLES is a huge resource. School districts across the country have recently shifted their discipline policies to restorative justice models and school counselors are taking on a leadership role in this process. Graduating students with specific training in restorative practices offers the potential to better support this work and position our graduates as leaders within this movement. Students within the School Counseling program will graduate with the SOLES Graduate Certificate in Restorative Justice Facilitation and Leadership.

## International Requirement

At SOLES, all masters and doctoral students participate in an international experience designed to support the growth of cultural competency. Our goal is to inform best practices in working with culturally diverse populations locally, nationally, and globally. International experiences are approved by each student's faculty advisor and can be credit-based or non-credit-based activities.

**Learning Outcomes**

1. Demonstrate their knowledge, skills and level of professional identity as a counselor; as they pertain to professional history and philosophy, roles and responsibilities, advocacy and interagency collaboration, standards and credentials, certification and licensure, ethical and legal standards, and professional membership and service.
2. Integrate knowledge pertaining to research, theories and practice strategies to advocate for and serve socially and culturally diverse clients in a multi-cultural society.
3. Utilize theories, models, research evidence and practice strategies related to human growth and development; including social, cultural and societal influences on the life stages.
4. Utilize theories, models, research evidence and practice relating to career development at all stages of the lifespan.
5. Utilize theories, models, research evidence and practice strategies to build helping relationships with diverse clients.
6. Integrate knowledge about group dynamics, group development and process theories, group leadership styles, and group counseling methods as they ethically and professionally practice group leadership skills.
7. Incorporate ethical guidelines of the profession and research evidence when selecting, administering and interpreting developmentally and culturally appropriate assessments for their socially and culturally diverse clients.
8. Evaluate and incorporate ethically and culturally relevant research findings when selecting strategies for interventions, treatments and program evaluations.
9. Apply effective principles and practices for diagnosis, treatment, referral and prevention when initiating, maintaining and terminating counseling services for socially and culturally diverse clients.
10. Demonstrate preparedness for participation and leadership in the design, delivery, management and accountability of school counseling programs; while considering developmental and functioning levels of students, available school/family/community resources, and research based prevention/intervention/crisis management practices.

# MA Peace and Justice

## Program Overview

**Program Title**
Peace and Justice Studies

**Program Type**
Major

**College/School**
Kroc School of Peace Studies

**Program Level**
Graduate

**Degree Designation**
Master of Arts

**Catalog Full Description**
The Master of Arts in Peace and Justice (MAPJ) is an interdisciplinary program designed for individuals seeking knowledge and hands-on experience to address a wide range of peace and social justice challenges, such as inter-group violence, civil wars, refugee and forced displacement issues, human rights abuses, and environmental injustices. The curriculum spans multiple approaches to peace and justice, including conflict analysis and resolution, international justice and human rights, environmental justice, leadership and organizations, as well as field-based practicum courses. The goal of the MAPJ program is to produce graduates who are practitioners of peace, capable of applying peacebuilding theories rooted in justice to solve the world's most pressing challenges. The MAPJ prepares students for careers in areas such as international development, humanitarian aid, human rights, environmental policy, and peace and security, and in organizations ranging from grassroots nonprofits and private sector companies to the United Nations. The MAPJ is offered as a full-time 24-month or part-time program.

## Dual Degree in Law and Peace and Justice (Juris Doctor / MA Peace and Justice)

The Dual Degree in Law and Peace and Justice combines a Juris Doctor (JD) from the University of San Diego School of Law and a Master of Arts in Peace and Justice (MAPJ) from the Kroc School of Peace Studies. The JD/MAPJ is designed as a four-year commitment. Students spend the first year completing required coursework through the law school. The second year is devoted to coursework at the Kroc School, and the final two years involve a hybrid curriculum from both schools. The four-year program shaves off one year of studies from studying for the JD (3 years) and MAPJ (2 years) separately. The JD/MAPJ dual degree gives students the chance to study law and policy while gaining a deep understanding of the historical, institutional and cultural factors that drive conflict, injustice, oppression and poverty. The JD/MAPJ is a fit for students interested in issues like immigration, human rights or mediation; those who plan to advise a global clientele; those who wish to take a lawyer's route to influencing policy; and public interest lawyers seeking to tackle broad questions of social justice using both law and policy frameworks.

### Combined Degree Program: Bachelor's Degree to Master of Arts in Peace and Justice

The Master of Arts in Peace and Justice Combined Degree Program is open to all undergraduate majors at the Shiley-Marcos School of Engineering and the School of Business at the University of San Diego. Completion of the combined degree program results in the conferral of a Bachelor of Science (BS), a Bachelor of Arts (BA), a BS/BA, a Bachelor of Business Administration (BBA), or a Bachelor of Accountancy (BAcc) degree and a Master of Arts in Peace and Justice. This program allows undergraduate students at the Shiley-Marcos School of Engineering and the School of Business the ability to accelerate their academic career with a fast-track to graduate studies. Enrolled students may take up to 12 units of courses at the Kroc School during their junior and senior years and apply those courses to both their undergraduate degree requirements as upper-division elective units and to the MA in Peace and Justice degree requirements. Up to three of the 12 units may be upper-division undergraduate courses, and students should consult with their undergraduate academic advisor and a Kroc School advisor when selecting courses for the combined degree program. Once graduate students, the MA in Peace and Justice program may be completed in as little as 9-12 months post-undergraduate with an academic load of 27 units to take.

For courses at the Kroc School, all MA in Peace and Justice combined degree students must begin with *KROC 500 Foundations: Peace, Justice & Social Change (3 units)*. Following this, students may take two of the following three core courses: *KROC 511 Peace & Conflict Analysis (3 units); KROC 512 International Justice & Human Rights (3 units); KROC 515 Environmental Peace & Justice*. Completion of *KROC 500* will also make the skills and methods course, *KROC 510 Leadership & Organizations (3 units)* eligible to be counted toward both undergraduate degree requirements and the requirements of the master's program.

To apply to this combined degree program, the Kroc School of Peace Studies does not require the GRE or a graduate school application fee, but requires the student to demonstrate academic achievement in their undergraduate courses with a minimum cumulative GPA of 3.0. For students in the combined degree program, upon satisfactory completion of a BS, BA, BS/BA, BBA or BAcc degree with a minimum overall GPA of 3.0, the student will be admitted to the MA in Peace and Justice program.

## Additional Requirements For Admission

See Admission Page for basic admission requirements.

| | |
|---|---|
| Entrance Semesters | Fall, Spring |
| Application Deadline | Fall: January 12th Priority Deadline, May 1st Final Deadline. Spring: December 1st Final Deadline |
| Minimum Grade Point Average | 3.0 (4.0 scale) in all undergraduate coursework |
| Standardized Admission Test | None |
| Required Coursework | None |
| Required Licenses/ Credentials | None |
| Additional Requirements | None |

## Program Requirements

**Requisites**

## Degree Requirements

- Full-time or part-time status as a graduate student
- Approval of courses by faculty advisor
- Mandatory KROC 501 self-paced orientation and in-person orientation
- 39 units of graduate work with a cumulative 3.0 grade point average or higher
- KROC 500 Foundations: Peace, Justice, and Social Change course (3 units)
- KROC 502: Pursuing Purpose: Building Professional Pathway (0 units)
- Core courses (at least 6 units)
- Methods and skills courses (at least 6 units)
- Field-based courses (at least 3 units)
    - Field-based practicum courses (3 units), is waivable by petition for students who have at least 3 years of relevant work experience.
- Electives (at least 21 units)
    - Electives are chosen in consultation with a faculty advisor. No more than 6 units of coursework may be taken outside of the Kroc School. Of these 6 units, no more than 3 units of coursework at the 300 or 400 level can count towards the 39 units. A maximum of 4 different 1-unit pass/fail electives can be taken, unless a faculty advisor approves otherwise.
- KROC 596 Professional Portfolio P/F (0 units)

| | | |
|---|---|---|
| **Foundations: Peace, Justice & Social Change (3 units)** | | |
| KROC 500 | Foundations: Peace, Justice & Social Change | 3 |
| **Pursuing Purpose (0 units)** | | |
| KROC 502 | Pursuing Purpose: Building Professional Pathways | 0 |
| **Core Courses (at least 6 units)** | | |
| KROC 512 | International Justice & Human Rights | 3 |
| KROC 515 | Environmental Peace & Justice | 3 |
| KROC 530 | Conflict Analysis & Resolution | 3 |
| **Skills and Methods (at least 6 units)** | | |
| KROC 510 | Leadership and Organizations | 3 |
| KROC 513 | Program Design, Monitoring & Evaluation | 3 |
| KROC 532 | Negotiations | 3 |
| KROC 533 | Mediation | 3 |
| KROC 574 | Human Rights Advocacy | 3 |
| KROC 594 | Special Topics Course (Facilitation & Dialogue Skills) | 3 |
| KROC 593 | Field-based Practicum (local or international) 3 units is waivable by petition for<br>students who have at least 3 years of relevant work experience.) | 3 |
| **Electives (21 units)** | | **21** |
| **Electives are chosen in consultation with the faculty advisor. No more than 6 units of coursework may be taken outside of the Kroc School. Of these 6 units, no more than 3 units of coursework at the 300 or 400 level can be counted toward the 39 units. A maximum of 4 different 1-unit pass/fail electives can be taken, unless a faculty advisor approves otherwise.** | | |
| **Portfolio (0 units)** | | |
| KROC 596 | Professional Portfolio | 0 |

*Students who began their program before Fall 2025 may choose to complete the Professional Portfolio – KROC 597 (1 unit) or follow the Fall 2025 catalog requirements and take KROC 596 (0 units). The course description and requirements for KROC 597 and KROC 596 are the same.*

## Masters in Peace and Justice with a Concentration in Security Studies

The Master of Arts in Peace and Justice (MAPJ) program offers an optional concentration in Security Studies. This concentration provides students with advanced expertise in security-related topics, complementing their core skills in the MAPJ program.

To earn the Security Studies concentration, students must meet the program's overall requirements and complete specific coursework outlined below.

**Security Studies Concentration Overview**

in partnership with Comillas Pontifical University in Madrid, Spain, this concentration prepares students to address the evolving challenges of international security. From hybrid warfare to digital security, students gain the knowledge and tools needed to navigate a dynamic and complex security landscape.

The curriculum bridges foundational theories in international relations, peace studies, and security studies with practical skills and applications. Students explore various conflict types, including interstate, hybrid, and proxy conflicts, while developing an understanding of military strategies employed by both state and non-state actors.

*Key topics include:*

- The concept of "grey zones," which encompass economic sabotage, influence operations, cyberattacks, and disinformation campaigns.

- Analysis of key cyber threats, such as cyber espionage, cybercrime, and information warfare.

**Requirements for the Security Studies Concentration**

To qualify for this concentration, students must fulfill all the MAPJ requirements and complete 9 units of elective coursework for the concentration, with 3 units taken on the University San Diego and 6 units completed through a two-week intensive in Madrid, Spain, in collaboration with Comillas Pontifical University.

**Required Courses for Concentration**

| | | |
|---|---|---|
| KROC 594-06 (SAN DIEGO) | INTERNATIONAL PEACE & SECURITY | 3 UNITS |
| KROC 594-11 (MADRID) | HYBRID WARS AND GREY-ZONE CONFLICTS | **3 UNITS** |
| KROC 594-12 (MADRID) | CYBERSPACE AND CYBERSECURITY | **3 UNITS** |

*Please note: Students are responsible for their travel and accommodation expenses to and within Madrid.*

**Learning Outcomes**
Learning Outcome 1: Knowledge

Students will develop knowledge of the roots and drivers of violence, oppression and injustice, together with peacebuilding strategies and skills to address them.

Learning Outcome 2: Diverse Perspectives

Students will be able to appreciate and evaluate diverse points of view, conflicting positions and varying belief systems and philosophical convictions.

Learning Outcome 3: Critical Inquiry

Students will be able to engage in critical inquiry, analyzing, evaluating and synthesizing concepts, ideas, policies, frameworks and strategies of peace and justice.

Learning Outcome 4: Applied Learning

Students will integrate theory and practice through the application of skills relevant to a range of peace and justice professions.

Learning Outcome 5: Communication

Students will become effective communicators, presenting ideas orally and in writing, individually and in teams.

Learning Outcome 6: Ethical Reasoning

Students will demonstrate moral and ethical awareness to address complex social problems and build positive peace.

# MS Social Innovation

## Program Overview

**Program Title**
Social Innovation

**Program Type**
Major

**College/School**
Kroc School of Peace Studies

**Program Level**
Graduate

**Degree Designation**
Master of Arts

**Catalog Full Description**
The Master of Arts in Social Innovation (MASI) program is designed for individuals with vision, leadership skills and an entrepreneurial mindset who want to tackle the world's toughest challenges, such as poverty, climate change, and inequality. The MASI curriculum incorporates theory with field-based practicums, design thinking pedagogy, and the opportunity to participate in pitch competitions, in which students can create and test their innovative solutions for complex problems. MASI graduates have impactful, purpose driven careers in philanthropy, government and nonprofits. Others create economic, social and environmental value in the private sector, working in B-corps, social enterprises, consulting and corporate social responsibility. The MASI program is offered as a full-time 9-month or part-time program. The MASI program has both Fall and Spring enrollment periods.

## Combined Degree Program: Bachelor's Degree to Master of Arts in Social Innovation

The Master of Arts in Social Innovation Combined Degree Program is open to all undergraduate majors at the Shiley-Marcos School of Engineering and the School of Business at the University of San Diego. Completion of the combined degree program results in the conferral of a Bachelor of Science (BS), a Bachelor of Arts (BA), a BS/BA, a Bachelor of Business Administration (BBA), or a Bachelor of Accountancy (BAcc) degree and a Master of Arts in Social Innovation. This program allows undergraduate students at the Shiley-Marcos School of Engineering and the School of Business the ability to accelerate their academic career with a fast-track to graduate studies. Enrolled students may take up to 12 units of courses at the Kroc School during their junior and senior years and apply those courses to both their undergraduate degree requirements as upper-division elective units and to the MA in Social Innovation degree requirements. Up to three of the 12 units may be upper-division undergraduate courses, and students should consult with their undergraduate academic advisor and a Kroc School advisor when selecting courses for the combined degree program. As a full-time graduate student, the MA in Social Innovation program can be completed in 9 months post-undergraduate with a lighter academic load of 18 units to complete compared to the typical load of 30 units of graduate coursework in 9 months.

For courses at the Kroc School, all MA in Social Innovation combined degree students must begin with *KROC 500 Foundations of Peace, Justice & Social Change (3 units).* Following this, students may take the core courses, *KROC 510 Leadership & Organizations (3 units), KROC 521 Social Innovation (3 units),* and *KROC 523 Social Entrepreneurship (3 units).*

To apply to this combined degree program, the Kroc School of Peace Studies does not require the GRE or a graduate school application fee, but requires the student to demonstrate academic achievement in their undergraduate courses with a minimum cumulative GPA of 3.0. For students in the combined degree program, upon satisfactory completion of a BS, BA, BS/BA, BBA or BAcc degree with a minimum overall GPA of 3.0, the student will be admitted to the MA in Social Innovation program.

### Additional Requirements For Admission

See Admission Page for basic admission requirements.

| | |
|---|---|
| Entrance Semesters | Fall, Spring |
| Application Deadline | Fall: January 12th Priority Deadline, May 1st Final Deadline. Spring: December 1st Final Deadline |
| Minimum Grade Point Average | 3.0 (4.0 scale) in all undergraduate coursework |
| Standardized Admission Test | None |
| Required Coursework | None |
| Required Licenses/ Credentials | None |
| Additional Requirements | None |

## Program Requirements

**Requisites**

## Degree Requirements

- Full-time or part-time status as a graduate student
- Approval of courses by faculty advisor
- Mandatory KROC 501 self-paced orientation and in-person orientation
- 30 units of graduate work with a cumulative 3.0 grade point average or higher
- KROC 500 Foundations: Peace, Justice & Social Change (3 units)
- KROC 502: Pursuing Purpose: Building Professional Pathways (0 units)
- Core courses (9 units)
- Skills and Methods courses (6 units)

- Electives (at least 12 units)
    - Electives are chosen in consultation with a faculty advisor. No more than 6 units of coursework may be taken outside of the Kroc School. Of these 6 units, no more than 3 units of coursework at the 300 or 400 level can be counted towards the 30 units. A maximum of 3 different 1-unit pass/fail electives can be taken unless a faculty advisor approves otherwise.
- KROC 596 Professional portfolio P/F (0 units)

| | | |
|---|---|---|
| **Foundations: Peace, Justice & Social Change (3 units)** | | |
| KROC 500 | Foundations: Peace, Justice & Social Change | 3 |
| **Pursuing Purpose (0 units)** | | |
| KROC 502 | Pursuing Purpose: Building Professional Pathways | 0 |
| **Core Courses (9 units)** | | |
| KROC 510 | Leadership and Organizations | 3 |
| KROC 521 | Social Innovation | 3 |
| KROC 523 | Social Entrepreneurship | 3 |
| **Skills and Methods (6 units)** | | |
| KROC 522 | Impact Evaluation | 3 |
| KROC 524 | Social Innovation Practicum (Students with at least 3 years of relevant work experience may petition to waive this requirement.) | 3 |
| **Electives (12 units)** | | **9** |
| **•Electives are chosen in consultation with a faculty advisor. No more than 6 units of coursework may be taken outside of the Kroc School. Of these 6 units, no more than 3 units of coursework at the 300 or 400 level can be counted towards the 30 units. A maximum of 3 different 1-unit pass/fail electives can be taken, unless a faculty advisor approves otherwise.** | | |
| **Professional Portfolio (0 units)** | | |
| KROC 596 | Professional Portfolio | 0 |

*Students who began their program before Fall 2025 may choose to complete the Professional Portfolio – KROC 597 (1 unit) or follow the Fall 2025 catalog requirements and take KROC 596 (0 units). The course description and requirements of KROC 597 and KROC 596 are the same.*

**Learning Outcomes**
Learning Outcome 1: Knowledge

Students will gain knowledge needed to frame, interpret and solve complex social issues, through innovative, effective solutions.

Learning Outcome 2: Diverse Perspectives

Students will develop tools such as information literacy, problem framing, multi-perspective and systemic thinking for identifying, analyzing and addressing social issues in a variety of contexts.

Learning Outcome 3: Critical Inquiry

Students will integrate knowledge and skills to ideate and design sustainable, innovative solutions to social issues across multiple contexts using trans-disciplinary frameworks.

Learning Outcome 4: Applied Learning

Students will be able to communicate effectively through teamwork as well as in presenting ideas orally and in writing to peers and external audiences.

Learning Outcome 5: Ethical Reasoning

Students will enhance their ethical awareness in efforts to produce positive social change by learning more about themselves, and in their relation to others.

# MBA Full-Time

## Program Overview

**Program Title**
Business Admin Full Time

**Program Type**
Major

**College/School**
School of Business

**Program Level**
Graduate

**Degree Designation**
Master of Business Admin

**Catalog Full Description**
The Knauss School of Business has been a leader in offering relevant, personalized management education for over 50 years. 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. At USD, there are several graduate business programs to choose from, the largest being the Master of Business Administration (MBA) program. The MBA program is offered in a two-year, full-time format; a part-time, evening format; and a Flex hybrid format.

The Full-Time MBA is a two-year, cohort-based program committed to developing responsible leaders who will make a positive impact in the global business environment. The Full-Time MBA provides students with the professional skills they need to succeed in the global marketplace. Students in the Full-Time MBA who earn a concentration in business analytics or finance may request to be enrolled in the management science major, which is STEM approved. The Full-Time MBA starts in early August each year and may be completed in fewer months if accelerated.

The Part-time MBA and Flex MBA programs are designed for working professionals by offering evening, weekend and flex/hybrid classes year-round. The flexible schedule allows for program completion in 1-3 years while attending courses on a part-time basis. The Part-time and Flex MBA programs follow the same curriculum as the Full-Time MBA program, with the Part-time program starting in the Fall (evening format) and the Flex MBA staring in the Spring (flex/hybrid format) each year.

Students in all of our MBA programs join together for our varied elective offerings, career and professional development opportunities, socially responsible leadership development programs and study abroad programs creating a variety of innovative learning opportunities.

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.

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

All three MBA programs begin one to three weeks prior to the university semester calendar to allow for completion of orientation activities and preterm coursework.

In addition to the regular Full-Time MBA, Part-time MBA, and Flex MBA programs, the Knauss School of Business offers a number of USD dual degree programs. See the MBA Dual Degree section for additional information.

For more information about the MBA programs contact the MBA office at mba@sandiego.edu.

## Additional Admission Requirements

See the Admission page for basic admission requirements.

| | |
|---|---|
| Entrance Semesters | Full-time MBA: Fall |
| | Part-Time MBA: Fall |
| | Flex MBA: Spring |
| Application Deadline | Fall: Nov. 1, Jan. 15, Mar. 1, May 1, June 15 (domestic candidates only) |
| | Spring: Oct. 1, Dec. 1 |
| | Applications will be considered after these deadlines on a space-available basis |
| Minimum Grade Point Average | 3.0 (4.0 scale) |
| Standardized Admission Test | The Knauss School of Business has implemented a test-optional policy for all MBA applications. In lieu of GMAT/GRE scores, all applicants may complete MBA Math prior to beginning your program. MBA Math is an online course that will prepare you for the MBA program and is not used to determine admissions eligibility. MBA Math can be waived. See sandiego.edu/mba or email mba@sandiego.edu for more information. |
| | IELTS or TOEFL - International applicants only (minimum IELTS score of 7.0 or TOEFL score of 92/237/580 required) |
| Required Coursework | No specific undergraduate coursework required |
| Additional Requirement for MBA | Two professional letters of recommendation. Accepted students typically have two years of full-time, post-undergraduate professional experience. However, the Knauss School of Business does not have a minimum work experience requirement for admission to the Full-Time MBA program. We review applications to see how candidates will enhance the classroom experience via their personal and professional background. If you feel that you can present a strong overall application, we encourage you to apply. |
| | 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). |

## International Dual Degree Programs

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 complete one year of coursework at USD and one year at one of the partner institutions to complete two master's degrees in approximately two years of full-time study. Students may start at either USD or one of our international dual degree partner institutions. Students who start at USD will receive an MBA from USD along with an MBA or MS in Finance from Tecnológico de Monterrey or an MBA from WHU. Students in an international dual degree program must complete all USD MBA program requirements by taking coursework at either USD or the partner institution and are required to take a minimum of 30 semester units at USD.

**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 Economia, 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.

## Program Requirements

**Requisites**

## Requirements for the MBA Degree: Full-time MBA

Prerequisites are indicated in parentheses. Degree requirements include coursework, applied projects, international experiences and career/professional development-oriented activities.

| **Business Function Core (18 units)** | | **Credit Hours** |
|---|---|---|
| GSBA 505 | Financial Management and Analysis | 3 |
| GSBA 510 | Financial Accounting and Statement Analysis (CPAs may take a three-unit elective to replace this core requirement.) | 3 |
| GSBA 515 | Leading Multicultural Teams and Organizations | 3 |
| GSBA 518 | Economics in a Global Environment | 3 |
| GSBA 559 | Marketing Management | 3 |
| GSBA 569 | Operations and Global Supply Chain Management | 3 |
| **Career and Professional Development Course** | | |
| **Integrated Problem Solving & Applied Learning Core (14 units)** | | |
| GSBA 500 | Sustainable Strategies for the Entrepreneurial Manager | 2 |
| GSBA 502 | Statistics and Analytics for Decision Making | 2 |
| GSBA 503 | Problem Formulation and Decision Analysis | 2 |
| GSBA 508 | Law, Policy and Ethics in Global Business | 2 |
| GSBA 590 | Agile Strategies for the Fourth Industrial Revolution | 3 |
| GSBA 593 | International Consulting Project (students take either GSBA 593 or GSBA 595.) | 3 |
| GSBA 595 | Business Consulting Project (students take either GSBA 593 or GSBA 595.) | 3 |
| **Two business related community service activities (12 - 15 hours) - Must be completed by May 1 for May Commencement** | | |
| **Program Electives (13)** | | |
| **GSBA 511-513, 517, 520-558, 560-568, 570-587, 594-599** | | |

There are a wide variety of elective courses available. Students may earn a concentration by focusing their elective courses in a particular area 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 MBA program, permission must be obtained from the MBA advisor. See the appropriate section of this course catalog or the School of Law Course Catalog for information about course offerings outside the School of Business. Prerequisites for all elective courses must be observed.

Courses Abroad: Electives and some core classes may be taken through short-term study abroad programs or a semester exchange at one of our partner universities. Information about study abroad options are available from the MBA advisor.

# MBA Part-Time

## Program Overview

**Program Title**
Business Administration

**Program Type**
Major

**College/School**
School of Business

**Program Level**
Graduate

**Degree Designation**
Master of Business Admin

**Catalog Full Description**
The Knauss School of Business has been a leader in offering relevant, personalized management education for over 50 years. 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. At USD, there are several graduate business programs to choose from, the largest being the Master of Business Administration (MBA) program. The MBA program is offered in a two-year, full-time format; a part-time, evening format; and a Flex hybrid format.

The Full-Time MBA is a two-year, cohort-based program committed to developing responsible leaders who will make a positive impact in the global business environment. The Full-Time MBA provides students with the professional skills they need to succeed in the global marketplace. Students in the Full-Time MBA who earn a concentration in business analytics or finance may request to be enrolled in the management science major, which is STEM approved. The Full-Time MBA starts in early August each year and may be completed in fewer months if accelerated.

The Part-time MBA and Flex MBA programs are designed for working professionals by offering evening, weekend and flex/hybrid classes year-round. The flexible schedule allows for program completion in 1-3 years while attending courses on a part-time basis. The Part-time and Flex MBA programs follow the same curriculum as the Full-Time MBA program, with the Part-time program starting in the Fall (evening format) and the Flex MBA staring in the Spring (flex/hybrid format) each year.

Students in all of our MBA programs join together for our varied elective offerings, career and professional development opportunities, socially responsible leadership development programs and study abroad programs creating a variety of innovative learning opportunities.

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.

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

All three MBA programs begin one to three weeks prior to the university semester calendar to allow for completion of orientation activities and preterm coursework.

In addition to the regular Full-Time MBA, Part-time MBA, and Flex MBA programs, the Knauss School of Business offers a number of USD dual degree programs. See the MBA Dual Degree section for additional information.

For more information about the MBA programs contact the MBA office at mba@sandiego.edu.

### Additional Admission Requirements

See the Admission page for basic admission requirements.

| | |
|---|---|
| Entrance Semesters | Full-time MBA: Fall |
| | Part-Time MBA: Fall |
| | Flex MBA: Spring |
| Application Deadline | Fall: Nov. 1, Jan. 15, Mar. 1, May 1, June 15 (domestic candidates only) |
| | Spring: Oct. 1, Dec. 1 |
| | Applications will be considered after these deadlines on a space-available basis |
| Minimum Grade Point Average | 3.0 (4.0 scale) |
| Standardized Admission Test | The Knauss School of Business has implemented a test-optional policy for all MBA applications. In lieu of GMAT/GRE scores, all applicants may complete MBA Math prior to beginning your program. MBA Math is an online course that will prepare you for the MBA program and is not used to determine admissions eligibility. MBA Math can be waived. See sandiego.edu/mba or email mba@sandiego.edu for more information. |
| | IELTS or TOEFL - International applicants only (minimum IELTS score of 7.0 or TOEFL score of 92/237/580 required) |
| Required Coursework | No specific undergraduate coursework required |
| Additional Requirement for MBA | Two professional letters of recommendation. Accepted students typically have two years of full-time, post-undergraduate professional experience. However, the Knauss School of Business does not have a minimum work experience requirement for admission to the Full-Time MBA program. We review applications to see how candidates will enhance the classroom experience via their personal and professional background. If you feel that you can present a strong overall application, we encourage you to apply. |
| | 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). |

## Program Requirements

**Requisites**

## Requirements for the MBA Degree: Part-time MBA

Prerequisites are indicated in parentheses. Degree requirements include coursework and applied projects.

| Business Function Core (18 units) | | Credit Hours |
|---|---|---|
| GSBA 505 | Financial Management and Analysis | 3 |
| GSBA 510 | Financial Accounting and Statement Analysis (CPAs may take a three-unit elective to replace this core requirement.) | 3 |
| GSBA 515 | Leading Multicultural Teams and Organizations | 3 |
| GSBA 518 | Economics in a Global Environment | 3 |
| GSBA 559 | Marketing Management | 3 |
| GSBA 569 | Operations and Global Supply Chain Management | 3 |
| **Integrated Problem Solving and Applied Learning Core (14 units)** | | |
| GSBA 500 | Sustainable Strategies for the Entrepreneurial Manager | 2 |
| GSBA 502 | Statistics and Analytics for Decision Making | 2 |
| GSBA 503 | Problem Formulation and Decision Analysis | 2 |
| GSBA 508 | Law, Policy and Ethics in Global Business | 2 |
| GSBA 590 | Agile Strategies for the Fourth Industrial Revolution | 3 |
| GSBA 593 | International Consulting Project (students take either GSBA 593 or GSBA 595.) | 3 |
| GSBA 595 | Business Consulting Project (students take either GSBA 593 or GSBA 595.) | 3 |
| **Two business related community service activities (12-15 hours) - Must be completed by May 1 for May Commencement** | | |
| **Program Electives (13)** | | |
| **GSBA 511-513, 517, 520-558, 560-568, 570-587, 594-599** | | |

Electives: There are a wide variety of elective courses offered on campus and abroad each year. Students may also select a concentration by focusing electives in particular area 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 MBA program, permission must also be obtained from the MBA advisor. See the appropriate section of this course catalog or the School of Law Course Catalog for information about course offerings outside the School of Business. Prerequisites for all elective courses must be observed.

Courses Abroad: The MBA program offers a variety of short-term study abroad courses each year that may be used to fulfill MBA requirements. Courses can also be taken at one of our partner universities for a semester study abroad experience.

Course Waivers: Waivers refers to the reduction (waiving) of degree requirements based upon coursework taken prior to matriculation into the Knauss School of Business Part-time MBA program. Any student with two years of full-time work experience and a GPA of 3.0 or higher in their undergraduate degree that has been completed within seven years of starting the MBA program may apply for waivers for up to 15 units of MBA coursework (a minimum of 30 units must be completed at USD to earn the MBA degree).

Applicants must submit a request to have classes waived as soon as possible during the admissions process and two weeks prior to the start of orientation at the very latest. **WAIVER REQUESTS WILL NOT BE ACCEPTED AFTER THE FIRST DAY OF ORIENTATION.** Students will be notified if their waiver requests are approved or not, including any additional requirements needed to complete the process. All requirements for waivers must be completed prior to the deadline to add or drop classes during the first semester of the program. Questions of equivalent course content will be referred to the members of the relevant department faculty group for deliberation and final determination. Waiver by examination may be attempted only once per course. A non-refundable fee of $50 is charged for each examination.

The following MBA courses may be waived if the student demonstrates satisfactory completion of the conditions listed below for each course:

GSBA 502 Statistics & Analytics for Decision Making

- Students with a BBA, BA in Statistics, BS in Engineering or other bachelor degrees that include statistics or an MS in a related business field with a grade of B or above for courses in statistics may complete the MBA Math Statistics Module and Datacamp intro to Statistics in place of GSBA 502.

GSBA 503 Problem Formulation & Decision Analysis

- Students with a BBA, BS in Engineering or other bachelor degree that included courses on spreadsheet modeling, management science or optimization operations research with a grade of B or above for courses in management science, decision sciences/analysis, business analytics or operations research may complete the MBA Math Spreadsheets Module (80% or higher) in place of GSBA 503.

GSBA 569 Operations & Global Supply Chain Management

- Students with a BBA/MS in business or industrial engineering or two years or more of professional experience in a related field and a grade of B or above for courses in operations management or supply chain management may request a waiver by examination.

GSBA 510 Financial Accounting

- Students with an undergraduate major in accounting and/or have passed the CPA exam may waive GSBA 510.

GSBA 508 Law, Policy & Ethics

- Students with a BBA or BA/BS from a business program or a degree in law with a grade of B or above in either a business law or business ethics class may be waived from GSBA 508.
- Other students may request a waiver by examination.

GSBA 518 Economics in a Global Environment

- Students with a BBA in Econ or BA in Econ with grades of B or above for courses in Microeconomics and Macroeconomics may complete the MBA Math Economics Module in place of GSBA 518.

# MBA Flex

## Program Overview

**Program Title**
Business Administration Flex

**Program Type**
Major

**College/School**
School of Business

**Program Level**
Graduate

**Degree Designation**
Master of Business Admin

**Catalog Full Description**
The Knauss School of Business has been a leader in offering relevant, personalized management education for over 50 years. 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. At USD, there are several graduate business programs to choose from, the largest being the Master of Business Administration (MBA) program. The MBA program is offered in a two-year, full-time format; a part-time, evening format; and a Flex hybrid format.

The Full-Time MBA is a two-year, cohort-based program committed to developing responsible leaders who will make a positive impact in the global business environment. The Full-Time MBA provides students with the professional skills they need to succeed in the global marketplace. Students in the Full-Time MBA who earn a concentration in business analytics or finance may request to be enrolled in the management science major, which is STEM approved. The Full-Time MBA starts in early August each year and may be completed in fewer months if accelerated.

The Part-time MBA and Flex MBA programs are designed for working professionals by offering evening, weekend and flex/hybrid classes year-round. The flexible schedule allows for program completion in 1-3 years while attending courses on a part-time basis. The Part-time and Flex MBA programs follow the same curriculum

as the Full-Time MBA program, with the Part-time program starting in the Fall (evening format) and the Flex MBA staring in the Spring (flex/hybrid format) each year.

Students in all of our MBA programs join together for our varied elective offerings, career and professional development opportunities, socially responsible leadership development programs and study abroad programs creating a variety of innovative learning opportunities.

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.

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

All three MBA programs begin one to three weeks prior to the university semester calendar to allow for completion of orientation activities and preterm coursework.

In addition to the regular Full-Time MBA, Part-time MBA, and Flex MBA programs, the Knauss School of Business offers a number of USD dual degree programs. See the MBA Dual Degree section for additional information.

For more information about the MBA programs contact the MBA office at mba@sandiego.edu.

## Additional Admission Requirements

See the Admission page for basic admission requirements.

| | |
|---|---|
| Entrance Semesters | Full-time MBA: Fall |
| | Part-Time MBA: Fall |
| | Flex MBA: Spring |
| Application Deadline | Fall: Nov. 1, Jan. 15, Mar. 1, May 1, June 15 (domestic candidates only) |
| | Spring: Oct. 1, Dec. 1 |
| | Applications will be considered after these deadlines on a space-available basis |
| Minimum Grade Point Average | 3.0 (4.0 scale) |
| Standardized Admission Test | The Knauss School of Business has implemented a test-optional policy for all MBA applications. In lieu of GMAT/GRE scores, all applicants may complete MBA Math prior to beginning your program. MBA Math is an online course that will prepare you for the MBA program and is not used to determine admissions eligibility. MBA Math can be waived. See sandiego.edu/mba or email mba@sandiego.edu for more information. |
| | IELTS or TOEFL - International applicants only (minimum IELTS score of 7.0 or TOEFL score of 92/237/580 required) |
| Required Coursework | No specific undergraduate coursework required |
| Additional Requirement for MBA | Two professional letters of recommendation. Accepted students typically have two years of full-time, post-undergraduate professional experience. However, the Knauss School of Business does not have a minimum work experience requirement for admission to the Full-Time MBA program. We review applications to see how candidates will enhance the classroom experience via their personal and professional background. If you feel that you can present a strong overall application, we encourage you to apply. |
| | 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). |

## Program Requirements

**Requisites**

## Requirements for the MBA Degree: Flex MBA

Prerequisites are indicated in parentheses. Degree requirements include coursework and applied projects.

| Business Function Core (18 units) | | Credit Hours |
|---|---|---|
| GSBA 505 | Financial Management and Analysis | 3 |
| GSBA 510 | Financial Accounting and Statement Analysis (CPAs may take a three-unit elective to replace this core requirement.) | 3 |
| GSBA 515 | Leading Multicultural Teams and Organizations | 3 |
| GSBA 518 | Economics in a Global Environment | 3 |
| GSBA 559 | Marketing Management | 3 |
| GSBA 569 | Operations and Global Supply Chain Management | 3 |
| **Integrated Problem Solving and Applied Learning Core (14 units)** | | |
| GSBA 500 | Sustainable Strategies for the Entrepreneurial Manager | 2 |
| GSBA 502 | Statistics and Analytics for Decision Making | 2 |
| GSBA 503 | Problem Formulation and Decision Analysis | 2 |
| GSBA 508 | Law, Policy and Ethics in Global Business | 2 |
| GSBA 590 | Agile Strategies for the Fourth Industrial Revolution | 3 |
| GSBA 593 | International Consulting Project (students take either GSBA 593 or GSBA 595.) | 3 |
| GSBA 595 | Business Consulting Project (students take either GSBA 593 or GSBA 595.) | 3 |
| **Two business related service activities (12-15 hours) - Must be completed by May 1 for May Commencement** | | |
| **Program Electives (13 units)** | | |
| **GSBA 511-513, 517, 520-558, 560-568, 570-587, 594-599** | | |

Electives: There are a wide variety of elective courses offered on campus and abroad each year. Students may also select a concentration by focusing electives in particular area 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 MBA program, permission must also be obtained from the MBA advisor. See the appropriate section of this course catalog or the School of Law Course Catalog for information about course offerings outside the School of Business. Prerequisites for all elective courses must be observed.

Courses Abroad: The MBA program offers a variety of short-term study abroad courses each year that may be used to fulfill MBA requirements. Courses can also be taken at one of our partner universities for a semester study abroad experience.

Course Waivers: Waivers refers to the reduction (waiving) of degree requirements based upon coursework taken prior to matriculation into the Knauss School of Business Flex MBA program. Any student with two years of full-time work experience and a GPA of 3.0 or higher in their undergraduate degree that has been completed within seven years of starting the MBA program may apply for waivers for up to 15 units of MBA coursework (a minimum of 30 units must be completed at USD to earn the MBA degree).

Applicants must submit a request to have classes waived as soon as possible during the admissions process and two weeks prior to the start of orientation at the very latest. **WAIVER REQUESTS WILL NOT BE ACCEPTED AFTER THE FIRST DAY OF ORIENTATION.** Students will be notified if their waiver requests are approved or not, including any additional requirements needed to complete the process. All requirements for waivers must be completed prior to the deadline to add or drop classes during the first semester of the program. Questions of equivalent course content will be referred to the members of the relevant department faculty group for deliberation and final determination. Waiver by examination may be attempted only once per course. A non-refundable fee of $50 is charged for each examination.

The following MBA courses may be waived if the student demonstrates satisfactory completion of the conditions listed below for each course:

GSBA 502 Statistics & Analytics for Decision Making

- Students with a BBA, BA in Statistics, BS in Engineering or other bachelor degrees that include statistics or an MS in a related business field with a grade of B or above for courses in statistics may complete the MBA Math Statistics Module and Datacamp intro to Statistics in place of GSBA 502.

GSBA 503 Problem Formulation & Decision Analysis

- Students with a BBA, BS in Engineering or other bachelor degree that included courses on spreadsheet modeling, management science or optimization operations research with a grade of B or above for courses in management science, decision sciences/analysis, business analytics or operations research may complete the MBA Math Spreadsheets Module (80% or higher) in place of GSBA 503.

GSBA 569 Operations & Global Supply Chain Management

- Students with a BBA/MS in business or industrial engineering or two years or more of professional experience in a related field and a grade of B or above for courses in operations management or supply chain management may request a waiver by examination.

GSBA 510 Financial Accounting

- Students with an undergraduate major in accounting and/or have passed the CPA exam may waive GSBA 510.

GSBA 508 Law, Policy & Ethics

- Students with a BBA or BA/BS from a business program or a degree in law with a grade of B or above in either a business law or business ethics class may be waived from GSBA 508.
- Other students may request a waiver by examination.

GSBA 518 Economics in a Global Environment

- Students with a BBA in Econ or BA in Econ with grades of B or above for courses in Microeconomics and Macroeconomics may complete the MBA Math Economics Module in place of GSBA 518.

# MBA Full-Time STEM

## Program Overview

**Program Title**
Management Science

**Program Type**
Major

**College/School**
School of Business

**Program Level**
Graduate

**Degree Designation**
Master of Business Admin

**Catalog Full Description**
The Knauss School of Business has been a leader in offering relevant, personalized management education for over 50 years. 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. At USD, there are several graduate business programs to choose from, the largest being the Master of Business Administration (MBA) program. The MBA program is offered in a two-year, full-time format; a part-time, evening format; and a Flex hybrid format.

The Full-Time MBA is a two-year, cohort-based program committed to developing responsible leaders who will make a positive impact in the global business environment. The Full-Time MBA provides students with the professional skills they need to succeed in the global marketplace. Students in the Full-Time MBA who earn a concentration in business analytics or finance may request to be enrolled in the management science major, which is STEM approved. The Full-Time MBA starts in early August each year and may be completed in fewer months if accelerated.

The Part-time MBA and Flex MBA programs are designed for working professionals by offering evening, weekend and flex/hybrid classes year-round. The flexible schedule allows for program completion in 1-3 years while attending courses on a part-time basis. The Part-time and Flex MBA programs follow the same curriculum

as the Full-Time MBA program, with the Part-time program starting in the Fall (evening format) and the Flex MBA staring in the Spring (flex/hybrid format) each year.

Students in all of our MBA programs join together for our varied elective offerings, career and professional development opportunities, socially responsible leadership development programs and study abroad programs creating a variety of innovative learning opportunities.

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.

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

All three MBA programs begin one to three weeks prior to the university semester calendar to allow for completion of orientation activities and preterm coursework.

In addition to the regular Full-Time MBA, Part-time MBA, and Flex MBA programs, the Knauss School of Business offers a number of USD dual degree programs. See the MBA Dual Degree section for additional information.

For more information about the MBA programs contact the MBA office at mba@sandiego.edu.

## Additional Admission Requirements

See the Admission page for basic admission requirements.

| | |
|---|---|
| Entrance Semesters | Full-time MBA: Fall |
| | Part-Time MBA: Fall |
| | Flex MBA: Spring |
| Application Deadline | Fall: Nov. 1, Jan. 15, Mar. 1, May 1, June 15 (domestic candidates only) |
| | Spring: Oct. 1, Dec. 1 |
| | Applications will be considered after these deadlines on a space-available basis |
| Minimum Grade Point Average | 3.0 (4.0 scale) |
| Standardized Admission Test | The Knauss School of Business has implemented a test-optional policy for all MBA applications. In lieu of GMAT/GRE scores, all applicants may complete MBA Math prior to beginning your program. MBA Math is an online course that will prepare you for the MBA program and is not used to determine admissions eligibility. MBA Math can be waived. See sandiego.edu/mba or email mba@sandiego.edu for more information. |
| | IELTS or TOEFL - International applicants only (minimum IELTS score of 7.0 or TOEFL score of 92/237/580 required) |
| Required Coursework | No specific undergraduate coursework required |
| Additional Requirement for MBA | Two professional letters of recommendation. Accepted students typically have two years of full-time, post-undergraduate professional experience. However, the Knauss School of Business does not have a minimum work experience requirement for admission to the Full-Time MBA program. We review applications to see how candidates will enhance the classroom experience via their personal and professional background. If you feel that you can present a strong overall application, we encourage you to apply. |
| | 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). |

## Program Requirements

**Requisites**

The management science major is only for Full-Time MBA students who complete an MBA concentration in business analytics or finance and benefit from an official STEM-designation. Prerequisites are indicated in parentheses. Degree requirements include coursework, applied projects, international experiences and career/professional development-oriented activities.

| Business Core Function (18 units) | | Credit Hours |
|---|---|---|
| GSBA 505 | Financial Management and Analysis | 3 |
| GSBA 510 | Financial Accounting and Statement Analysis (CPAs may take a three-unit elective to replace this core requirement.) | 3 |
| GSBA 515 | Leading Multicultural Teams and Organizations | 3 |
| GSBA 518 | Economics in a Global Environment | 3 |
| GSBA 559 | Marketing Management | 3 |
| GSBA 569 | Operations and Global Supply Chain Management | 3 |
| **Career and Professional Development Course** | | |
| **Integrated Problem Solving & Applied Learning Core (14 units)** | | |
| GSBA 500 | Sustainable Strategies for the Entrepreneurial Manager | 2 |
| GSBA 502 | Statistics and Analytics for Decision Making | 2 |
| GSBA 503 | Problem Formulation and Decision Analysis | 2 |
| GSBA 508 | Law, Policy and Ethics in Global Business | 2 |
| GSBA 590 | Agile Strategies for the Fourth Industrial Revolution | 3 |
| GSBA 593 | International Consulting Project (students take either GSBA 593 or GSBA 595.) | 3 |
| GSBA 595 | Business Consulting Project (students take either GSBA 593 or GSBA 595.) | 3 |
| **Two business related community service activities (12-15 hours) - Must be completed by May 1 for May Commencement** | | |
| **Business Analytics and Finance Concentration Electives (12 units)** | | |
| **General Electives (1) from GSBA 511-513, 517, 520-558, 560-568, 570-587, 594-599** | | |

Courses Abroad: Electives and some core classes may be taken through short-term study abroad programs or a semester exchange at one of our partner universities. Information about study abroad options are available from the MBA advisor.

# MEd Curriculum and Instruction

## Program Overview

**Program Title**
Curriculum and Instruction

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Master of Education

**Catalog Full Description**
Masters Credential Candidates (MCC) have the option of pursuing a multiple (elementary) subject credential or single (secondary) subject credential, and/or may also complete requirements towards an education specialist (mild/moderate) credential. Candidates undertake field experiences each semester which are aligned with the courses for the semester and culminate in a full-time student teaching experience and student teaching seminar. The Masters Credential Cohort (MCC) program uses a cohort model in alignment with its vision of providing candidates with opportunities to enhance the quality of their experiences by learning from each other.

# Additional Admission Requirements

See the Admission page for basic admission requirements.

| | |
|---|---|
| Entrance Semesters | Fall, Spring, Summer |
| Application Deadlines | Visit http://www.sandiego.edu/soles/admissions/deadlines.php |
| Minimum Grade Point Average | 2.75 (4.0 scale) in all undergraduate coursework |
| Standardized Admission Test | CBEST (California Best Educational Skills Test) |
| | CSET (California Subject Examination for Teachers) |
| | Passing scores on both the CBEST and CSET exams required prior to student teaching |
| Additional Requirements | Resume |
| | Statement of Purpose |
| | Two letters of recommendation |
| | Interview for applicants who meet the preliminary selection criteria may be required |

## Program Requirements

**Requisites**

## Common Courses for Masters Credential Program (39 units)

| | | |
|---|---|---|
| EDTE 500P | Diversity, Inclusion & Schooling | 3 |
| EDTE 501P | Methods for Language & Literacy | 3 |
| EDTE 502P | Elementary Methods I: Math & Science | 3 |
| or EDTE 504P | Secondary Methods I | |
| EDTE 503P | Elementary Methods II: Humanities | 3 |
| or EDTE 505P | Secondary Methods II: Social Science | |
| or EDTE 506P | Secondary Methods II: Science | |
| or EDTE 507P | Secondary Methods II: Mathematics | |
| or EDTE 508P | Secondary Methods II: English | |
| or EDTE 509P | Secondary Methods II: World Language | |
| EDTE 510P | Educational Psychology | 3 |
| EDTE 511P | Equity & Advocacy in Educational Systems | 3 |
| EDTE 512P | Methods for Multilingual Learners | 3 |
| EDTE 513P | Positive Behavior Supports for Family, School, and Community Engagement | 3 |
| EDTE 514 | Educational Research Methods | 3 |
| EDTE 515S | Capstone Seminar | 3 |
| EDTE 516 | Technology & Learning | 3 |
| EDTE 517P | Assessment: Pre-Referral to Collaborative Support | 3 |
| EDTE ELECTIVE | Course EDTE ELECTIVE Not Found (500:599 or Study Abroad Course) | 3 |
| **Total Units** | | **39** |

For Multiple or Single Subject Credential Eligibility (42 units)

| | | |
|---|---|---|
| **Common Courses - see above** | | 39 |
| EDTE 553F | General Education Student Teaching and Seminar | 3 |
| **Total Units** | | **42** |

For Preliminary Education Specialist Credential Eligibility (42 units)

| | | |
|---|---|---|
| **Common Courses - see above** | | 39 |
| EDTE 554F | Education Specialist Student Teaching and Seminar - Mild Moderate | 3 |
| **Total Units** | | **42** |

For Preliminary Education Specialist Intern Credential Eligibility (44 units)

| | | |
|---|---|---|
| **Common Courses - see above** | | 39 |
| EDTE 554F | Education Specialist Student Teaching and Seminar - Mild Moderate | 3 |
| EDTE 555F | Field Placement Support<br>*(Candidates must enroll in EDTE 555F for each semester employed as an Education Specialist Intern, most common employment is one academic year or two semesters)* | 1 |
| EDTE 555F | Field Placement Support<br>*(Candidates must enroll in EDTE 555F for each semester employed as an Education Specialist Intern, most common employment is one academic year or two semesters)* | 1 |
| **Total Units** | | **44** |

For Multiple or Single Subject Credential and Preliminary Education Specialist Credential Eligibility (45 units)

| | | |
|---|---|---|
| **Common Courses - see above** | | 39 |
| EDTE 553F | General Education Student Teaching and Seminar | 3 |
| EDTE 554F | Education Specialist Student Teaching and Seminar - Mild Moderate | 3 |
| **Total Units** | | **45** |

For Preliminary Education Specialist Intern Credential and Multiple or Single Subject Credential Eligibility (47 units)

| | | |
|---|---|---|
| **Common Courses - see above** | | 39 |
| EDTE 553F | General Education Student Teaching and Seminar | 3 |
| EDTE 554F | Education Specialist Student Teaching and Seminar - Mild Moderate | 3 |
| EDTE 555F | Field Placement Support<br>*(Candidates must enroll in EDTE 555F for each semester employed as an Education Specialist Intern, most common employment is one academic year or two semesters)* | 1 |
| EDTE 555F | Field Placement Support<br>*(Candidates must enroll in EDTE 555F for each semester employed as an Education Specialist Intern, most common employment is one academic year or two semesters)* | 1 |
| **Total Units** | | **47** |

## Program Unit Options

- MEd in Curriculum and Instruction with Preliminary Multiple Subject, Single Subject or Education Specialist Credential: 42 units
- MEd in Curriculum and Instruction with one credential and Intern Eligibility 44 units
- MEd in Curriculum and Instruction with two credentials: 45 units
- MEd in Curriculum and Instruction with two credential and Intern Eligibility: 47 units

Grades of B- or better are required in all credential courses, including student teaching.

## International Requirement

At SOLES, all masters and doctoral students participate in an international experience designed to support the growth of cultural competency. Our goal is to inform best practices in working with culturally diverse populations locally, nationally and globally. International experiences are approved by each student's faculty advisor and can be credit based or non-credit based activities.

## Exit Requirement - Masters

Capstone Research Project

## Exit Requirement - Credential

California Teacher Performance Assessment (CalTPA)

# Master of Education

## Program Overview

**Program Title**
Education

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Master of Education

**Catalog Full Description**
USD's Master of Education degree program delivered in an online modality is designed for experienced educators interested in advancing their knowledge and practice through the integration of innovative pedagogies and inclusive and equitable instructional design. The program offers specializations in Science, Technology, Engineering, Arts and Mathematics (STEAM), Inclusive Learning: Special Education and Universal Design, School Leadership, Technology and Innovation, and Curriculum and Instruction. In addition to their specialization coursework, all students in the program will take a series of rigorous core courses in educational research methods, social justice and educational equity and cognition and learning. The program culminates in a capstone seminar in which all candidates complete a classroom–focused action research project.

## Additional Requirements for Admission

# Master of Education

See Admission page for basic admission requirements.

| | |
|---|---|
| Entrance semesters | Fall, Spring or Summer |
| Application Deadlines | Visit https://www.sandiego.edu/soles/admissions-and-outreach/ |
| Minimum Grade Point Average | 2.75 (4.0 scale) in all undergraduate coursework |
| Additional Requirements | Personal Phone Interview |
| | Two years of prior teaching experience: send a resume of your experience |
| | Two letters of recommendation from academic or professional supervisors |
| | Two 500-word essays |
| | International applicants: a minimum score of 90 on the TOEFL exam and a score of 20 on the written exam; and IELTS minimum score of 7.5 |
| | GRE score is optional |
| | No teaching credential required; however, participants in the Master of Education degree program will need access to a classroom of students throughout the program to apply their learning and complete the course assignments as well as their action research project. |

## Program Requirements

**Requisites**

## Major Requirements

| | | |
|---|---|---|
| EDUC 520 | Social Justice and Educational Equity | 3 |
| EDUC 521 | Learning and Cognition | 3 |
| EDUC 522 | Educational Research Methodology | 3 |
| EDUC 523 | Qualitative Methods in Educational Research | 3 |
| EDUC 550 | Capstone Seminar | 3 |
| **Total Units** | | **15** |

## Specialization Courses

Candidates in the MEd program may choose between six specialization areas – Science, Technology, Engineering, Arts and Mathematics (STEAM), Inclusive Learning: Special Education and Universal Design, School Leadership, Technology and Innovation, and Curriculum and Instruction. Most specializations require five specialization courses with the exception of the Technology and Innovation specialization, which requires four specialization courses and one elective from across the specialization areas. Alternatively, candidates who want to pursue a more individualized program may self-select five courses from across the specialization areas and earn a MEd degree with a specialization in Curriculum and Instruction.

| | | |
|---|---|---|
| **Science, Technology, Engineering, Arts and Mathematics (STEAM)** | | |
| EDUC 507 | Creativity and Innovation in Science, Technology, Engineering, Arts and Math | 3 |
| EDUC 508 | Artistic Modeling and Representation in Science and Math Education | 3 |
| EDUC 509 | Engineering Design Process in Math and Science Education | 3 |
| EDUC 518 | Changemaking with Technology | 3 |
| EDUC 528 | STEAM and Special Student Populations | 3 |
| **Inclusive Learning: Special Education and Universal Design** | | |
| EDUC 533 | Designing Learning Environments for All | 3 |
| EDUC 538 | Identifying and Responding to the Needs of Diverse Learners | 3 |
| EDUC 586 | Teaching Students on the Autism Spectrum | 3 |
| EDUC 587 | Co-Teaching: Collaborating in an Inclusive Environment | 3 |
| EDUC 588 | Disability in Education Policy and Law | 3 |
| **School Leadership** | | |
| EDUC 501 | Family, School and Community Partnerships | 3 |
| EDUC 503 | Instructional Leadership | 3 |
| EDUC 555 | Leading Professional Learning Communities | 3 |
| EDUC 506 | Data Driven Decision Making | 3 |
| EDUC 515 | Ethical Leadership in an Era of School Reform | 3 |
| **Technology and Innovation** | | |
| EDUC 517 | Digitized Learning with Technology | 3 |
| EDUC 518 | Changemaking with Technology | 3 |
| EDUC 519 | Instructional Design for Teacher Leaders | 3 |
| EDUC 524 | Universal Design Through Technology | 3 |
| EDUC 501 | Family, School and Community Partnerships | 3 |
| or EDUC 503 | Instructional Leadership | |
| or EDUC 506 | Data Driven Decision Making | |
| or EDUC 507 | Creativity and Innovation in Science, Technology, Engineering, Arts and Math | |
| or EDUC 508 | Artistic Modeling and Representation in Science and Math Education | |
| or EDUC 509 | Engineering Design Process in Math and Science Education | |
| or EDUC 515 | Ethical Leadership in an Era of School Reform | |
| or EDUC 527 | Communication, Technology and Curriculum Design | |
| or EDUC 528 | STEAM and Special Student Populations | |
| or EDUC 533 | Designing Learning Environments for All | |
| or EDUC 538 | Identifying and Responding to the Needs of Diverse Learners | |
| or EDUC 555 | Leading Professional Learning Communities | |
| or EDUC 586 | Teaching Students on the Autism Spectrum | |
| or EDUC 587 | Co-Teaching: Collaborating in an Inclusive Environment | |
| or EDUC 588 | Disability in Education Policy and Law | |
| **Curriculum and Instruction** | | |
| EDUC 501 | Family, School and Community Partnerships | 3 |
| or EDUC 503 | Instructional Leadership | |

| | |
|---|---|
| or EDUC 506 | Data Driven Decision Making |
| or EDUC 507 | Creativity and Innovation in Science, Technology, Engineering, Arts and Math |
| or EDUC 508 | Artistic Modeling and Representation in Science and Math Education |
| or EDUC 509 | Engineering Design Process in Math and Science Education |
| or EDUC 515 | Ethical Leadership in an Era of School Reform |
| or EDUC 517 | Digitized Learning with Technology |
| or EDUC 518 | Changemaking with Technology |
| or EDUC 519 | Instructional Design for Teacher Leaders |
| or EDUC 524 | Universal Design Through Technology |
| or EDUC 527 | Communication, Technology and Curriculum Design |
| or EDUC 528 | STEAM and Special Student Populations |
| or EDUC 533 | Designing Learning Environments for All |
| or EDUC 538 | Identifying and Responding to the Needs of Diverse Learners |
| or EDUC 555 | Leading Professional Learning Communities |
| or EDUC 586 | Teaching Students on the Autism Spectrum |
| or EDUC 587 | Co-Teaching: Collaborating in an Inclusive Environment |
| or EDUC 588 | Disability in Education Policy and Law |
| **NOTE: Courses required for the MEd Online program may only be completed by students enrolled in the online program.** | |

## International Requirement

At SOLES, all masters and doctoral students participate in an international experience designed to support the growth of cultural competency. Our goal is to inform best practices in working with culturally diverse populations locally, nationally and globally. International experiences are approved by each student's faculty advisor and can be credit based or non-credit based activities.

**Learning Outcomes**

1. Candidates demonstrate specialized field knowledge as they integrate knowledge and technology across content areas and use differing perspectives to engage all learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.
2. Candidates apply theories of learning, instruction and motivation relating to the cognitive, linguistic, social, emotional, physical and moral development of all learners; evidenced by developmentally appropriate and challenging learning experiences implemented in an inclusive learning environment.
3. Candidates incorporate assessment and technology in their planning and instructional strategies as a means of obtaining continual feedback used to improve student learning, classroom management strategies and pedagogical approaches.
4. Candidates utilize and generate meaningful research on pedagogical practices, student learning, and educational issues and policies to actively investigate and consider new ideas that will improve teaching and learning and advance the profession.
5. Candidates explore effective approaches for creating inclusive learning environments that are welcoming and accepting of diverse learners and students with learning differences who, because of gender, language, cultural background, differing ability levels, disabilities, learning approaches and/or socioeconomic status may have academic needs that require varied instructional strategies to ensure their learning.
6. Candidates engage in critical reflection on how their own frames of reference and potential biases impact expectations for and relationships with learners and their families.

# MEd TESOL, Literacy and Culture

## Program Overview

**Program Title**
TESOL, Literacy, and Culture

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Master of Education

**Catalog Full Description**
The Department of Learning and Teaching offers a Teaching English to Speakers of Other Languages (TESOL), Literacy and Culture 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 TESOL, Literacy and Culture Program goals are for candidates to:

1. develop a critical understanding of theory and practice.
2. understand the development and implementation of research-based and culturally responsive teaching practices, including those designed to close the achievement gap and systems that perpetuate educational inequity.
3. serve as change agents and teacher-scholars at local, national and/or international levels.

## Additional Admission Requirements

See the Admission page for basic admission requirements.

| | |
|---|---|
| Entrance Semesters | Summer, Fall, Spring |
| Application Deadlines | Visit www.sandiego.edu/soles/admissions/deadlines.php |
| Minimum Grade Point Average | 2.75 (4.0 scale) in all undergraduate coursework |
| Additional Requirements | Resume |
| | Statement of Purpose |
| | Two letters of recommendation |
| | Interview for applicants who meet the preliminary selection criteria may be required |

## English Proficiency Exam for International Applicants

Official score reports for the Test of English as a Foreign Language (TOEFL)or the International English Language Testing System (IELTS) is required of all international applicants and may only be waived if English is the applicant's primary language or if he or she obtained a bachelor's degree in the U.S., Great Britain, Canada or Australia.

- TOEFL minimum scores:
  - Internet-based test: 83
  - Computer-based test: 237
  - Paper-based test: 580
- IELTS minimum score:
  - Band score 7

## Program Requirements

**Requisites**

### Requirements for TESOL, Literacy and Culture

| | | |
|---|---|---|
| EDUC 500 | Research Design Methodology<br>*(Prerequisite for EDUC 580)* | 3 |
| EDUC 510 | Cognition and Learning | 3 |
| or EDUC 513 | Human Development | |
| EDUC 529 | Language, Literacy and Culture<br>*(Courses required to earn a TESOL certificate)* | 3 |
| EDUC 540 | Introduction to the Nature of Language and Linguistic<br>*(Courses required to earn a TESOL certificate)* | 3 |
| EDUC 541 | Second Language Acquisition and Development<br>*(Courses required to earn a TESOL certificate)* | 3 |
| EDUC 543C | Methods of Teaching English to Speakers of Other Languages<br>*(Courses required to earn a TESOL certificate)* | 6 |
| EDUC 548 | Special Topics in ESL | 3 |
| EDUC 549P | Practicum in TESOL | 3 |
| EDUC 580 | Master's Capstone Seminar | 3 |
| **Visa Requirements for International Students requires full time enrollment.***<br>**International Students must enroll in 9 semester units each term; please see advisor for more information.* | | |
| **Total Units** | | **30** |

Candidates may transfer up to 6 units of Graduate coursework with advisor approval.

### International Requirement

At SOLES, all masters and doctoral students participate in an international experience designed to support the growth of cultural competency. Our goal is to inform best practices in working with culturally diverse populations locally, nationally and globally. International experiences are approved by each student's faculty advisor and can be credit based or non-credit based activities.

### Exit Requirement

Action Research or Capstone Project

# MFA Acting, Shiley Graduate Theater Program

## Program Overview

**Program Title**
Dramatic Arts

**Program Type**
Major

**College/School**
Arts & Sciences

**Program Level**
Graduate

**Degree Designation**
Master of Fine Arts

**Catalog Full Description**
A joint venture of The Old Globe and the University of San Diego, the Shiley Graduate Theatre program nationally recruits seven students each year to participate in an intensive two-year, year-round course of graduate study in classical theatre. Students complete the 60-unit curriculum by fulfilling the training portion of their study at the University of San Diego and their practical performance work at The Old Globe under the supervision of Globe staff, thereby earning a MFA in Acting.

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

## Additional Admission Requirements

See the Admission page for basic admission requirements.

| | |
|---|---|
| Entrance Semester | Fall |
| Application Deadline | Please visit website for details. |
| Minimum Grade Point Average | None |
| Standardized Admission Test | None |
| Required coursework | None |
| Required Licenses/Credentials | None |
| Additional Requirements | Audition/Interview |

## Program Requirements

**Requisites**

## Degree Requirements

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 three units of credit.

| | | |
|---|---|---|
| **FIRST YEAR** | | |
| **SEMESTER I** | | **UNITS** |
| THEA 501 | Text and Context: Modern Drama | 3 |
| THEA 511 | Movement I | 3 |
| THEA 521 | Acting I | 3 |
| THEA 541 | Voice and Speech I | 3 |
| **SEMESTER II** | | |
| THEA 502 | Text and Context: Renaissance Drama | 3 |
| THEA 512 | Movement II | 3 |
| THEA 522 | Acting II | 3 |
| THEA 542 | Voice and Speech II | 3 |
| **SEMESTER III (SUMMER)** | | |
| THEA 506 | Graduate Colloquium | 3 |
| THEA 531 | Globe Production I | 3 |
| **SECOND YEAR** | | |
| **SEMESTER I** | | |
| THEA 503 | Text and Context: Restoration Drama | 3 |
| THEA 513 | Movement III | 3 |
| THEA 523 | Acting III | 3 |
| THEA 543 | Voice and Speech III | 3 |
| **SEMESTER II** | | |
| THEA 595 | Text and Context: Thesis Project | 1-6 |
| THEA 514 | Movement IV | 3 |
| THEA 524 | Acting IV | 3 |
| THEA 544 | Voice and Speech IV | 3 |
| **SEMESTER III (SUMMER)** | | |
| THEA 532 | Globe Production II | 3 |
| THEA 533 | Globe Production III | 3 |

# MS Environmental and Ocean Sciences

## Program Overview

**Program Title**
Environmental & Ocean Sciences

**Program Type**
Major

**College/School**
Arts & Sciences

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**
The Department of Environmental and Ocean Sciences offers graduate work leading to the degree of Master of Science in Environmental and Ocean Sciences with two tracks, Marine Science and Environmental 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 nearby institutions, such as the Southwest Fisheries Science Center (National Marine Fisheries, NOAA), Hubbs-SeaWorld Research Institute, the Leon R. Hubbard Hatchery, and the Tijuana National Estuarine Research Reserve. Thesis committees may be headed by USD Environmental and Ocean Sciences graduate faculty, as well as affiliated graduate faculty members. Committee members are drawn from the Environmental and Ocean Sciences faculty at USD, other science departments at USD and senior research scientists at Southwest Fisheries Science Center, Hubbs-SeaWorld Research Institute and other institutions.

Our faculty currently are involved in research in ecology, environmental geochemistry, climatology, paleoclimatology, hydrology, oceanography, marine biology, locomotion and fluid dynamics, fluvial geomorphology, physiology, and population genetics. Affiliated faculty work in the areas of bioacoustics, fisheries, aquaculture, molecular genetics, hydrogeology, ecology, marine pollution 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 research interests, graduate student thesis titles and facilities is available through our website.

The Master of Science in Environmental and Ocean Sciences 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 PhD.

## Additional Admission Requirements

See the Admission page for basic admission requirements.

| | |
|---|---|
| Entrance Semesters | Fall (spring, only under special circumstances) |
| Application Deadline | Fall: Priority application deadline Jan 15; 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 | None for domestic applicants. International applicants should consult the USD Graduate Admissions website for test requirements. |
| Required Coursework | Undergraduate major in a science; a minimum of one year of chemistry with laboratory and one semester each of life science for science majors with laboratory, calculus, statistics, physics for science majors with laboratory and earth or atmospheric science for science majors with laboratory (Environmental Science pathway). |
| Required Licenses Or Credentials | None |
| Additional Requirements | Three letters of recommendation from science professors (additional non-academic letters also may be submitted) |
| | The applicant's Statement of Purpose should specifically address research interests that are compatible with the work of the USD Environmental and Ocean Sciences graduate faculty and affiliated faculty. |

## Program Requirements

**Requisites**
The Environmental and Ocean Sciences MS Program includes two tracks, Environmental Science and Marine Science. The selection of a track should be based on the nature of a student's thesis research.

## Requirements for the Degree

| | | |
|---|---|---|
| **Coursework (minimum 19 units)** | | |
| EOSC 500 | Core Seminar I | 2 |
| EOSC 501 | Core Seminar II | 2 |
| **Graduate Science Courses (12 units), with lab**<br>*(Students in the Marine Science track must take at least two graduate science courses (8 units) with an M designation. Students in the Environmental Science track must take at least two graduate science courses (8 units) with an E designation. Electives could be E or M for students in either track)* | | 12 |
| **Graduate Elective or Science Course, with lab** | | 3-4 |
| **Graduate Science Courses, with Lab (E = Environmental, M = Marine)** | | |
| EOSC 520 | Introduction to Remote Sensing (E,M) | 4 |
| EOSC 530 | Human Impacts on the Coastal Environment with Lab (E,M) | 4 |
| EOSC 533 | Plankton Ecology (M) | 4 |
| EOSC 534 | Wetlands Ecology with Lab (M) | 4 |
| EOSC 536 | Marine Community Ecology with Lab (M) | 4 |
| EOSC 538 | Animal Behavioral Ecology with Lab (M) | 4 |
| EOSC 540 | Mathematical Modeling in Ecology (M) | 4 |
| EOSC 550 | Geological Oceanography (E,M) | 4 |
| EOSC 551 | Biological Oceanography (M) | 4 |
| EOSC 552 | Environmental and Ocean Geochemistry (E,M) | 4 |
| EOSC 573 | Climatology (E,M) | 4 |
| EOSC 574 | History of the Earth and Climate with Lab (E,M) | 4 |
| EOSC 581 | Natural Resources of Death Valley (E) | 3 |
| EOSC 585 | Environmental Geology (E) | 4 |
| EOSC 587 | Surface Water Hydrology (E) | 4 |
| EOSC 588 | Geomorphology (E) | 4 |
| **Graduate Electives**<br>*(A maximum of six undergraduate units taken at the university may be applied to the graduate program, unless a student is enrolled in the combined degree program. Examples include BIOL 301, BIOL 364, BIOL 416, BIOL 477, BIOL 478, POLS 349. This list is not exhaustive; consult the graduate program director. See the current Undergraduate Course Catalog for course descriptions. No course taken to fulfill an undergraduate deficiency may count toward the required units in the graduate program)* | | |
| *** Courses with lab** | | |
| EOSC 514 | Introduction to GIS * | 4 |
| EOSC 515 | Advanced GIS * | 4 |
| EOSC 531 | Human Impacts on the Coastal Environment | 3 |
| EOSC 535 | Wetlands Ecology | 3 |
| EOSC 537 | Marine Community Ecology | 3 |
| EOSC 539 | Animal Behavioral Ecology | 3 |
| EOSC 561 | Invertebrate Zoology * | 4 |
| EOSC 562 | Biology of Fishes * | 4 |
| EOSC 565 | Marine Mammals | 3 |
| EOSC 575 | History of the Earth and Climate | 3 |
| EOSC 594 | Special Topics in Environmental and Ocean Sciences | 1-4 |

| | | |
|---|---|---|
| POLS 529 | Law of the Sea | 3 |
| **Research/Thesis (minimum 10 units)** | | |
| EOSC 596 | Research<br>*(Students may take these courses for 0.5 unit only after they have completed all of the program requirements except EOSC 597. Students who are enrolled for 0.5 unit of EOSC 596 or EOSC 597 are considered half-time)* | 0.5-9 |
| **Graduate Elective or Science course may replace up to 4 units of EOSC 596.** | | |
| EOSC 597 | Thesis<br>*(Students may take these courses for 0.5 unit only after they have completed all of the program requirements except EOSC 597. Students who are enrolled for 0.5 unit of EOSC 596 or EOSC 597 are considered half-time)* | 1 |
| **A minimum of 1 unit of EOSC 597 must be applied toward the degree requirements.** | | |

**Thesis Committee**

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 graduate faculty member and may include members from approved outside institutions. 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 thesis chair and the graduate program director 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 in the graduate handbook). Additional courses related to the student's area may be required by the committee chair. All students must be enrolled for at least 1 unit to remain active in the program. Students who have completed all program requirements except EOSC 597, including all required courses, may enroll in 0.5 unit to remain active in the program.

## Combined Degree Program (BA/MS)

Undergraduates who are completing a degree in Environmental and Ocean Sciences can apply for admission to the MS program before finishing the BA. Students can apply up to 12 units of course work toward the requirements for both degrees. Applications are accepted during a student's junior or senior year as an undergraduate, following a process similar to the standard application procedure for admission to the Environmental and Ocean Sciences MS Program. Admitted students have undergraduate status until they complete their BA degree requirements, then become graduate students during the subsequent fall semester. Students need to complete a minimum of 18 units while they have graduate student status in order to satisfy the combined degree program requirements.

Below are recommended programs of study for students enrolled in the combined degree program from each of the three pathways in the undergraduate Environmental and Ocean Sciences major. The recommended program of study is given for the student's junior and senior year as an undergraduate, and for the student's first year solely in the graduate program. For the first and second years as an undergraduate, see the recommended program of study for the undergraduate program in Environmental and Ocean Sciences.

## Combined Degree Program (BS/MS)

Undergraduates who are completing a BS degree in Environmental and Ocean Sciences can apply for admission to the MS program before finishing the BS. Students can apply up to 12 units of course work toward the requirements for both degrees. Applications are accepted during a student's junior or senior year as an undergraduate, following a process similar to the standard application procedure for admission to the Environmental and Ocean Sciences MS Program. Admitted students have undergraduate status until they complete their BS degree requirements, then become graduate students during the subsequent fall semester. Students need to complete a minimum of 18 units while they have graduate student status in order to satisfy the combined degree program requirements.

For students enrolled in the combined degree program, below is a recommended program of study for the student's first year solely in the graduate program. For the undergraduate years, see the recommended programs of study for each pathway in the undergraduate program in Environmental and Ocean Sciences.

### Recommended Program of Study

## Recommended Program of Study

| | | |
|---|---|---|
| **FIRST YEAR** | | |
| **SEMESTER I** | | **UNITS** |
| EOSC 500 | Core Seminar I | 2 |
| Graduate Science Course | | 4 |
| Graduate Science Course or Elective | | 3-4 |
| **SEMESTER II** | | |
| EOSC 501 | Core Seminar II | 2 |
| Graduate Science Course | | 4 |
| Graduate Science Course or Elective | | 3-4 |
| **SECOND YEAR** | | |
| **SEMESTER I** | | |
| EOSC 596 | Research | 6-7 |
| EOSC 596 or Graduate Elective | | 3-4 |
| **SEMESTER II** | | |
| EOSC 597 | Thesis | 1 |

Note: Students who will not finish by the end of their second summer should take 9 units in semester I of the second year and 1 unit of EOSC 596 in semester II of the second year. These students should take 0.5-1 unit of EOSC 597 each semester until they finish.

## Recommended Program of Study, Marine Ecology Pathway

| JUNIOR YEAR | | |
|---|---|---|
| | | |
| **SEMESTER I** | | **UNITS** |
| EOSC 300 | Environmental Issues | 3 |
| EOSC 301 | Research Applications in Environmental and Ocean Sciences | 4 |
| BIOL 300 | Genetics | 3 |
| EOSC 496, 498, or 499 | Research<br>Internship<br>Independent Study | 1 |
| CC or Electives | | 3-6 |
| | | |
| **SEMESTER II** | | |
| Pathway electives* | | 7-8 |
| EOSC 496, 498, or 499 | Research<br>Internship<br>Independent Study | 1 |
| CC or Electives | | 6-9 |
| **SENIOR YEAR** | | |
| | | |
| **SEMESTER I** | | |
| Pathway elective* | | 3-4 |
| Upper-division BIOL course | | 3-4 |
| EOSC 495 | Senior Seminar | 1 |
| CC or Electives | | 6-9 |
| | | |
| **SEMESTER II** | | |
| Pathway electives* | | 7-8 |
| Upper-division BIOL course | | 3-4 |
| CC or Electives | | 3-6 |

## Recommended Program of Study, Environmental Science Pathway

| JUNIOR YEAR | | |
|---|---|---|
| | | |
| **SEMESTER I** | | **UNITS** |
| EOSC 300 | Environmental Issues | 3 |
| EOSC 301 | Research Applications in Environmental and Ocean Sciences | 4 |
| EOSC 496, 498, or 499 | Research<br>Internship<br>Independent Study | 1 |
| CC or Electives | | 4-9 |
| | | |
| **SEMESTER II** | | |
| EOSC 314* | Introduction to GIS | 4 |
| Pathway elective* | | 3-4 |
| EOSC 496, 498, or 499 | Research<br>Internship<br>Independent Study | 1 |
| CC or Electives | | 6-9 |
| **SENIOR YEAR** | | |
| | | |
| **SEMESTER I** | | |
| Pathway elective* | | 3-4 |
| EOSC 495 | Senior Seminar | 1 |
| CC or Electives | | 8-12 |
| | | |
| **SEMESTER II** | | |
| Pathway electives* | | 7-8 |
| CC or Electives | | 9-12 |

## Recommended Program of Study, Environmental Studies Pathway

| | | |
|---|---|---|
| **JUNIOR YEAR** | | |
| | | |
| **SEMESTER I** | | **UNITS** |
| EOSC 300 | Environmental Issues | 3 |
| EOSC 301 | Research Applications in Environmental and Ocean Sciences | 4 |
| EOSC 496, 498, or 499 | Research<br>Internship<br>Independent Study | 1 |
| CC or Electives | | 4-9 |
| | | |
| **SEMESTER II** | | |
| EOSC 314* | Introduction to GIS | 4 |
| PHIL 338 or 344 | Environmental Ethics<br>Environmental Justice | 3 |
| EOSC 496, 498, or 499 | Research<br>Internship<br>Independent Study | 1 |
| CC or Electives | | 6-9 |
| **SENIOR YEAR** | | |
| | | |
| **SEMESTER I** | | |
| EOSC 305 | Environmental Assessment Practices | 3 |
| Pathway elective* | | 3-4 |
| EOSC 495 | Senior Seminar | 1 |
| CC or Electives | | 6-9 |
| | | |
| **SEMESTER II** | | |
| Pathway electives* | | 6-7 |
| CC or Electives | | 6-9 |

*For students enrolled in the BA/MS combined degree program, these courses can apply to both the BA and MS degree requirements (up to 12 units), if chosen appropriately.

## Recommended Program of Study, Graduate

| | | |
|---|---|---|
| **FIRST YEAR** | | |
| | | |
| **SEMESTER I** | | **UNITS** |
| EOSC 500 | Core Seminar I | 2 |
| Graduate Science Course or Elective | | 3-4 |
| EOSC 596 | Research | 3-4 |
| | | |
| **SEMESTER II** | | |
| EOSC 501 | Core Seminar II | 2 |
| EOSC 596 | Research | 2-3 |
| EOSC 596 or Elective | | 3-4 |
| EOSC 597 | Thesis | 1 |

Note: Students who will not finish by the end of their first year in the MS program should take 8 units in semester II of the first graduate year and 0.5-1 unit of EOSC 597 each semester until they finish.

# MS Accountancy

## Program Overview

**Program Title**
Accountancy

**Program Type**
Major

**College/School**
School of Business

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**
The MACC 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 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.

Students currently enrolled in the BACC program at USD should review the requirements of the BACC and MACC combined program that are shown below this stand-alone MACC program.

For more information about the MACC program contact the Graduate Accountancy Programs office at acctinst@sandiego.edu.

## Additional Admission Requirements

See the Admission page for basic admission requirements.

| | |
|---|---|
| Entrance Semesters | Fall, Intersession, Spring, Summer |
| Application Deadlines | None. Rolling admission. Deadlines for International applicants: May 1 for Fall, November 1 for Spring. |
| Minimum Grade Point Average | 3.0 (4.0 scale) |
| Standardized Admission Testing | Not required |
| Required Coursework | Bachelor of Accountancy or equivalent |
| Required Licenses/ Creditentials | None |
| Additional Requirements | Resume |
| | Personal statement |
| | Two professional letters of recommendation |
| | College/University Transcripts. 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). See International Student Applicants on the Admission page. |
| Pre-Program | The International Student Introductory Program is required for international students. The program prepares students for a successful transition into the graduate level business program and the University of San Diego community. The program is held in early to mid-August before fall classes begin. |

## Program Requirements

**Requisites**

# MACC Program Requirements for Students with an Undergraduate Accountancy Degree

The MACC degree is a 30 semester hours 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.

MACC students must select one of two specialization tracks offered within the program as specified below.

## Track A - Business Reporting and Analysis

This track requires students to select three courses out of five specified courses (9 semester hours) as shown below, and the remaining 21 semester hours in the 30 semester hours program, are electives. This track is for students that are planning for accounting careers in auditing, corporate accounting and finance, or not-for-profit accounting. Only MACC prefixed courses may be taken as an elective. The specific program requirements are shown below.

| | | |
|---|---|---|
| **Required Courses** | | |
| **Select three of the five courses (9 semester hours) from the following:** | | |
| MACC 525 | Financial Statement Analysis for Accountants | 3 |
| MACC 531 | Applied Research for Financial Accountants and Auditors | 3 |
| MACC 533 | Accounting Analytics | 3 |
| MACC 535 | Not-for-Profit Accounting | 3 |
| MACC 540 | Controllership and Strategic Cost Management | 3 |
| **Electives** | | 21 |

## Track B - Business Analytics in Accounting

This track requires a student to complete seven required courses in business and accounting analytics (17 semester units) as shown below, and the remaining 13 semester hours in the 30 semester hours program, as electives. This track is for students that are planning for accounting careers that required in-depth knowledge in business and accounting analytics along with knowledge needed for auditing, corporate accounting and finance, or not-for-profit accounting careers.

As Track B students must take courses from the Master of Science in Business Analytics (MSBA) program, there are additional requirements to be admitted to this MACC track. Specifically, applicants must have taken ACCT 303 (Accounting Information Systems) and ECON 216 (Statistics for Business and Economics) or equivalent with grades of B or better, have a cumulative GPA of 3.0 or higher, and must participate in an interview with MSBA admissions. Further, students in the Combined BACC/MACC program who select this track cannot enroll in any MSBA prefixed course until after they have completed their BACC degree and are fully considered graduate students. Therefore, combined degree students should expect to complete all the required MSBA prefixed courses in Summer, Fall, and Intersession after they have completed the BACC degree.

The specific program requirements are shown below.

| | | |
|---|---|---|
| **Required Courses** | | |
| MACC 525 | Financial Statement Analysis for Accountants | 3 |
| MACC 533 | Accounting Analytics | 3 |
| MSBA 500 | Introduction to Data Analytics & Business Concepts | 2 |
| MSBA 501 | Applied Statistics | 2 |
| MSBA 502 | Analytics Programming I | 2 |
| MSBA 503 | Analytics Programming II | 2 |
| MSBA 510 | International Consulting Project | 3 |
| **Electives** | | 13 |

| | | |
|---|---|---|
| **Elective Courses** | | |
| **The electives for either of the two above tracks may be selected from the following:** | | |
| MACC 501 | Ethics for Accounting Professionals | 3 |
| MACC 520 | Fundamentals of Personal Financial Planning | 3 |
| MACC 522 | Investment Planning and Risk Management | 3 |
| MACC 525 | Financial Statement Analysis for Accountants | 3 |
| MACC 530 | International Financial Analysis and Reporting | 3 |
| MACC 531 | Applied Research for Financial Accountants and Auditors | 3 |
| MACC 533 | Accounting Analytics | 3 |
| MACC 535 | Not-for-Profit Accounting | 3 |
| MACC 540 | Controllership and Strategic Cost Management | 3 |
| MACC 545 | Forensic Accounting | 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 |
| MACC 564 | Advanced Corporate Taxation | 3 |
| MACC 565 | Taxation Policies and Procedures | 3 |
| MACC 580 | International Accounting Experience | 3 |
| MACC 585 | Accounting and Public Policy | 3 |
| MACC 594 | Special Topics | 1-6 |
| **The following courses are offered on an individual student basis only:** | | |
| MACC 599 | Independent Study | 1-3 |

For current USD undergraduate students in the Combined BACC/MACC program there is opportunity for double counting some specified courses toward both degrees. The course numbers for specified double counting courses may be different than those shown in the tables above for the two tracks. See the discussion of the Combined Program below.

### Elective Courses

Students must complete a "program plan" indicating their elective selections prior to beginning the MACC program. However, course substitutions may be made at later points of time upon approval of the Academic Director.

All MACC courses will be offered only once per calendar year. Therefore, students should review the class schedule of MACC 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. The Academic Director should be consulted during this process.

A maximum of 6 semester hours of experiential learning courses are allowed. Therefore, students are limited to two of the following three courses: MACC 580 International Accounting Experience, MACC 585 Accounting and Public Policy, and MACC 594 ESG Accounting.

A maximum of 6 semester hours of non-MACC prefixed graduate courses from USD or other University are allowed (assuming prerequisites are met) as part of the MACC program electives. Provide a syllabus for each course for review and evaluation. The remaining 15 semester hours of electives must be from MACC prefixed courses. Students must justify the relevance of the course and must gain the approval of the Academic Director to include the graduate course as a MACC elective.

Students in the MBA program may select individual MACC courses for their elective courses. Students must meet the appropriate prerequisites noted for the individual MACC courses prior to enrollment and must gain approval of their MBA program advisor and Academic Director of the Graduate Accountancy Programs.

### Requirements for Students with a Non-Accounting, Business Undergraduate Degree

Students with a non-accounting, business undergraduate degree may apply for the MACC program, but will be required to complete prerequisite accounting coursework.

The MACC program would consist of a maximum of 51 semester hours. Specifically, the 21 accounting semester hours requirements would need to be completed as prerequisites to completing the 30 semester hours MACC program described above. Students having already completed some of the undergraduate requirements will have the courses and the units considered for waiver.

To meet the equivalency requirement the student must have the following courses:

| | | |
|---|---|---|
| ACCT 201 | Principles of Financial Accounting | 3 |
| ACCT 202 | Principles of Managerial Accounting | 3 |
| ACCT 300 | Intermediate Accounting I | 3 |
| ACCT 301 | Intermediate Accounting II | 3 |
| ACCT 303 | Accounting Information Systems | 3 |
| ACCT 306 | Federal Tax Accounting I | 3 |
| ACCT 408 | Auditing | 3 |
| **Total Units** | | **21** |

## Requirements for Students with a Non-Accounting, Non-Business Undergraduate Degree

Students without an undergraduate accountancy or business degree may be considered for admission to the MACC program, but will need to complete substantial prerequisite coursework in both accounting and business.

The MACC program would consist of a maximum of 69 semester hours. Students would need to complete 18 prerequisite semester hours in business, in addition to the 51 semester hours MACC 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 18 semester hours business course requirements consist of the following:

| | | |
|---|---|---|
| MGMT 300 | Organizational Behavior | 3 |
| MKTG 300 | Fundamentals of Marketing | 3 |
| FINA 300 | Financial Management | 3 |
| ETLW 302 | Business and Society | 3 |
| ETLW 311 | Business Law I | 3 |
| **Select one of the following:** | | 3 |
| DSCI 300 | Foundations of Business Analytics | |
| DSCI 303 | Operations Management | |
| **Total Units** | | **18** |

### Admission Process for the MACC Program

Students must complete the following for admission to the MACC degree program:

1. Complete the Master of Science in Accountancy online application, including the $125 application fee.
2. Resume
3. Personal statement
4. Two professional letters of recommendation
5. College/University Transcripts. Transcript evaluation required for international applicants.
6. GMAT with a minimum score of 550
7. TOEFL score of 92 or IELTS score of 7 for international applicants

8. Overall GPA of 3.0 and accounting GPA of 3.0

## BACC/MACC or BACC/MTAX Combined Programs

The BACC/MACC or BACC/MTAX combined programs are 154 semester hours program consisting of the 124 semester hours requirements for a Bachelor of Accountancy degree (see the Undergraduate Course Catalog) and the 30 semester hours requirements for either the MACC or MTAX degrees. Students interested in either combined program should review the MACC or MTAX program requirements discussed above.

The combined programs allow current USD undergraduate students to combine their BACC program with either the MACC or the MTAX program. The combined programs allow students to begin their graduate programs early while they are still completing their BACC program. The actual program requirements for the undergraduate or graduate program are unchanged from those described under the individual programs. BACC students admitted to the MACC or MTAX combined programs may begin taking graduate program coursework after completion of ACCT 300 and a minimum of one additional upper-division undergraduate accounting course. The combined program allows students to complete both their BACC and either the MACC or MTAX degrees in approximately four and one half to five years on a full-time basis.

Students may enroll in BACC/MACC or BACC/MTAX Combined Programs. Students in these combined programs may receive up to 12 semester hours of credit to double count toward both the BACC undergraduate and MACC/MTAX graduate degrees. This double counting process is only applicable to student in a combined program. If student should graduate with a BACC degree only (without having been admitted to the BACC/MACC or BACC/MTAX combined program) and return later for a MACC/MTAX degree then the student will not be able to retroactively double count these courses and would need to complete 30 semester hours to earn the MACC/MTAX degree.

There are specific allowable double counting courses, which are offered only in the Fall or Spring semester, and listed in the Accountancy major section in the Undergraduate Catalog. Courses that may double count are ACCT 425/MACC 525, ACCT 430/MACC 530, ACCT 431/MACC 531, ACCT 433/MACC 533, ACCT 435/MACC 535, ACCT 440/MACC 540, ACCT 445/MACC 545, ACCT 460/MACC 560, ACCT 461/MACC 561, ACCT 462/MACC 562, ACCT 464/MACC 564, ACCT 465/MACC 565, and ACCT 485/MACC 585. Double counted courses will count only as general electives for the bachelor's degree. Prerequisites must be met in order to take these courses. Permission to register for these specific cross-listed courses as a BACC only student must be approved by the Academic Director of Graduate Accountancy Programs.

Only students who are currently enrolled in the BACC degree program at USD are eligible for admission to a combined program. Admitted students will likely enroll in daytime undergraduate courses and evening MACC or MTAX courses so that both degrees can be completed on a full-time basis in the shortest possible time frame.

BACC students accepted into the combined program should consult with the Academic Director 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 BACC requirements so that they will maximize their availability of financial aid.

Students interested in MACC Track B: Business Analytics in Accounting will take courses from the Master of Science in Business Analytics (MSBA) program. There are additional requirements to be admitted to this MACC track. Specifically, applicants must have taken ACCT 303 (Accounting Information Systems) and ECON 216 (Statistics for Business and Economics) or equivalent with grades of B or better, have a cumulative GPA of 3.0 or higher, and must participate in an interview with MSBA admissions. Further, students in the Combined BACC/MACC program who select this track cannot enroll in any MSBA prefixed course until after they have completed their BACC degree and are fully considered graduate students. Therefore, Combined degree students should expect to complete all the required MSBA prefixed courses in Summer, Fall, and Intersession after they have completed the BACC degree.

### Admission Process for the BACC/MACC or BACC/MTAX Combined Program

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 of ACCT 300
3. Completion of a minimum of 60 undergraduate semester hours applicable toward their BACC
4. A 3.0 GPA overall
5. A 3.0 GPA in all upper-division accountancy courses

Students must complete the following for admission to the combined BACC/MACC or BACC/MTAX degree programs:

1. Complete the Master of Science in Accountancy or Master of Science in Taxation online application
2. Resume
3. Personal statement
4. University transcripts

### Upon Acceptance:

You will meet with the Academic Director and complete an approved "MACC or MTAX Program Plan" prior to the beginning of MACC or MTAX coursework.

Program and Course Sequencing Requirements for BACC/MACC or BACC/MTAX 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 MACC or MTAX degree prior to the completion of their BACC degree.
2. Students will receive their BACC degree upon completion of the requirements of that degree program.
3. Students who have received admittance in the combined program must complete their remaining MACC or MTAX degree requirements within five years of completing their BACC degree or must reapply to the MACC or MTAX program.

### Professional Accountancy Examinations

Students in the Bachelor of Accountancy program should consult with an accounting faculty advisor about the courses to prepare for the Certified Public Accountant (CPA) Examination, the Certification in Management Accounting (CMA) Examination, graduate work in fields of study related to accountancy, or specific fields of government employment.

The California State Board of Accountancy permits a student to sit for the CPA Exam when the Bachelor's degree is conferred, but requires the 150 semester hours to complete the entire CPA Exam certification process for license. The California State Board of Accountancy will count any double counted course once as the State Board does not double count units posted to two degrees. That means if a student enrolls in a combined program and completes the full 12 semester hours of allowable double counting for his or her USD degrees, he or she may only have 142 semester hours that could be counted toward the 150 semester hours requirement. Please be aware of this as it will now be possible to complete both degrees as part of the combined program and the student may be up to 8 semester hours short of the 150 required semester hours to become a CPA in California. Each student should verify the requirements in the state for which they wish to be certified.

Undergraduate BACC students interested in meeting the 150 semester hours requirements to become CPAs are strongly encouraged to consider the combined program option. CPA laws in a majority of states have recently been changed to require 150 semester hours of university credit to receive a CPA certificate. Additional information on this requirement is available from most State Boards of Accountancy.

### MACC Program Articulation Agreement

The Master of Science in Accounting (MACC Track A or Track B) values the work that USD students complete at the graduate level in the Master of Science in Taxation (MTAX) accounting program. The MACC program will waive up to six (6) units of MACC requirements, based upon successful completion of MTAX graduate coursework as follows: Two MACC classes (numbered MACC 501 through MACC 599) completed in the MTAX program will waive two MACC classes (numbered MACC 501 through MACC 599) in the MACC program (6 units). Graduate students must apply to, be accepted by, and confirm their enrollment in the MACC program before they complete their MTAX degree to have classes double count. Grades of B or better are required to waive MACC courses. Students must fulfill all other requirements for the MACC degree. Students participating in the BACC/MACC or BACC/MTAX Combined Programs are not eligible for the articulation agreement.

# MS Business Analytics

## Program Overview

**Program Title**
Business Analytics

**Program Type**
Major

**College/School**
School of Business

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**
Companies need professionals who are well versed in both data analytics and business acumen—driven leaders who can layer those skills to provide the smartest-possible insights. USD's MS in Business Analytics (MSBA) is designed to empower students to meet this intensifying need. Through experiential learning in San Diego and abroad, students gain a broad understanding of what is possible when they are equipped to unearth the insights that business analytics can offer. To create a program that prepares students to achieve success, USD faculty worked closely with business leaders and incorporated their feedback into our program's curriculum to ensure students are career-ready on the day they graduate.

The MSBA program can be completed in 10 months or 17 months. The latter option has an additional fall semester and allows for participation in a summer internship. The program teaches students to speak the language of data with fluency, and to enter their future careers as valuable translators. Students learn how to use data to solve critical problems in the smartest way possible—whether by helping a business run more efficiently, showing a municipal government how it can reduce its environmental waste, or guiding a nonprofit such as the Red Cross toward new operations that broaden its impact. Through classes such as Data for Social Good students will learn how to wield data for good—a unique aspect of USD's master's in business analytics program.

To solve complex problems, companies and organizations need individuals who know how to ask the right questions. MSBA equips our students to be that person. Speaking the language of business analytics is a set of skills that can supplement students' existing expertise or career experience, regardless of their industry. The degree allows students to solve problems within their chosen field using a new data-driven mindset to make better business decisions – a skill that is growing in demand with each passing day. Students will be able to apply these skills whether they choose to shift their career into an analytical role within an organization or simply want to solve problems in their current role using a data-driven approach.

# Dual Degree Programs

In addition to the MSBA as a stand alone degree, students may also pursue the following programs:

- MSBA/MBA Dual Degree
- MSBA/MBF Dual Degree
- BBA/MSBA Combined Degree

# Additional Admission Requirements

See the Admission page for basic admission requirements.

## Application Deadlines

The MSBA program starts in early August each year. Applications are processed on a rolling basis. The rolling application deadlines are:

- November 1
- January 15
- March 1
- May 1
- June 15 **US citizens and permanent residents only*

## Application Checklist and Minimum Requirements

- The USD Graduate Application
- Official transcripts from the institution that conferred the undergraduate degree
    - A four-year baccalaureate degree. All applicants with non-STEM undergraduate majors are expected to have a strong quantitative background
    - One semester of college level statistics with a grade of B- or higher must be completed prior to being admitted to the MSBA program
    - A GPA with a "B" average or higher is preferred
- Two letters of recommendation
- An up to date resume
- A supplemental essay

## International Applicants

In addition to the above requirements, international applicants will also need to submit:

- TOEFL scores with a minimum of 92 iBT or IELTS scores with a minimum of 7.0
- An international transcript evaluation from World Education Services for any courses taken for credit outside of the United States
- If admitted to the MSBA program, international students must provide immigration and financial documentation to the Office of Graduate Admissions in order to obtain their Form I-20. Once admitted, you will receive instructions via email from the Office of Graduate Admissions on how to submit this documentation. For questions about the I-20 or visa process, please email grads@sandiego.edu.

## Program Requirements

**Requisites**
This program is designed for students to complete all courses in the sequence in which the classes are scheduled. Each course builds upon material covered in previous courses. Exceptions to this policy must be approved by the academic director or department chair.

| | | |
|---|---|---|
| MSBA 500 | Introduction to Data Analytics & Business Concepts | 2 |
| MSBA 501 | Applied Statistics | 2 |
| MSBA 502 | Analytics Programming I | 2 |
| MSBA 503 | Analytics Programming II | 2 |
| MSBA 504 | Data Management | 2 |
| MSBA 506 | Prescriptive Analytics | 2 |
| MSBA 505 | Interactive Data Visualization | 3 |
| MSBA 507 | Data for Social Good | 3 |
| MSBA 510 | International Consulting Project | 3 |
| MSBA 511 | Data Mining for Business Analytics | 3 |
| MSBA 512 | Capstone Project | 3 |
| **Complete 3 of the Following Discipline-Specific Courses** A selection of these courses will be available each Spring semester. | | 9 |
| MSBA 530 | Accounting Analytics | |
| MSBA 531 | Forecasting / Applied Time Series Analysis | |
| MSBA 532 | Financial Analytics | |
| MSBA 533 | Digitization and Agile Decision Making | |
| MSBA 534 | Marketing Analytics | |
| MSBA 535 | Operations & Supply Chain Analytics | |
| MSBA 594 | Special Topics | |
| MSBA 598 | Internship | |
| **Career and Professional Development Course** | | |
| **Total Units** | | **36** |

# Dual Degree Programs

## MBA/MSBA Dual Degree

The Master of Business Administration (MBA)/Master of Science in Business Analytics (MSBA) dual degree program allows students to obtain an MBA and MSBA degree in two years by completing specific prescribed courses. Students benefit from both business and analytics courses and will receive two diplomas upon completion of all coursework. Students must apply to and be accepted into both programs and they must begin with the MBA program to participate in the dual degree option. For additional information, please see the MBA dual degree page.

## MSBA/MSF Dual Degree

The Master of Science in Finance (MSF)/Master of Science in Business Analytics (MSBA) dual degree program allows students to obtain an MSF and MSBA degree in two years by completing specific prescribed courses for a total of 62 units. Students benefit from both finance and business analytics courses and will receive two diplomas upon completion of all coursework.

In order to pursue the dual degree program, students must apply to and be accepted by both the MSF and the MSBA program. Students who wish to complete the MSF-MSBA dual degree program will participate in both programs concurrently. Students are recommended to focus on MSF coursework in the first year and add MSBA courses in the second year of study in order to have more time to prepare for the CFA exam and pass the first two levels of exam before they graduate from the dual-degree program.

Students will complete the full curriculum of the first program of study and the second program will accept units from the first to satisfy degree requirements.

For students who start with the MSF program, the MSBA program will accept the following courses in transfer from the MSF program to fulfill MSBA requirements:

| | | |
|---|---|---|
| MFIN 500 & MFIN 516 | Intro to Python for Finance and Advanced Seminar and Research Methods in Corporate Finance (For MSBA 502 Analytics Programming I (2)) | 2 |
| MFIN 501 | Quantitative Methods (For MSBA 501 Applied Statistics (2)) | 2 |
| MFIN 512 | Equity Valuation and Modeling (For MSBA 532 Financial Analytics (3)) | 3 |

In addition, the MSBA program will waive the MSBA Career and Professional Development Course for students who have completed the Career and Professional Development course in the MSF program.

For students who start with the MSBA program, the MSF program will accept the following courses in transfer from the MSBA program to fulfill MSF requirements:

| | | |
|---|---|---|
| MSBA 502 | Analytics Programming I (For MFIN 500 Intro to Python for Finance (1) and MFIN 516 Advanced Seminar in Research Methods in Corporate Finance (1)) | 2 |
| MSBA 501 | Applied Statistics (For MFIN 501 Quantitative Methods (2)) | 2 |
| MSBA 532 | Financial Analytics (For MFIN 512 Equity Valuation and Modeling (3)) | 3 |

In addition, the MSF program will waive the MSF Career and Professional Development course for students who have completed the MSBA Career and Professional Development Course.

Students must fulfill all other degree requirements for each degree.

# Combined Degree Program (BBA/MSBA)

Undergraduate students who are completing a bachelor of business administration (BBA) degree at USD can apply to the MS program before finishing the BBA. Students may apply up to 12 units of coursework toward the requirements for both degrees. Applications are accepted during a student's junior or senior year as an undergraduate (before they graduate), following a process similar to the standard application procedure for admission to the MSBA program. Admitted students have undergraduate status until they complete their BBA degree requirements, then become graduate students during the subsequent Fall semester. Students need to complete a minimum of 24 units while they have graduate student status in order to satisfy the combined degree program requirements.

The undergraduate courses below, with a grade of B or higher, may be used to fulfill graduate coursework.

Table 1: USD Undergraduate Courses and MSBA course equivalency

| | | |
|---|---|---|
| BUAN 390 | Business Analytics Strategy (For MSBA 500 Introduction to Data Analytics and Business Concepts) | 3 |
| or ECON 390 | Business Analytics Strategy | |
| ECON 370 | Applied Econometrics (For MSBA 501 Applied Statistics) | 3 |
| or ISYE 480 | Data Science and Analytics | |
| or MATH 351 | Mathematical Statistics | |
| or PSYC 305 | Advanced Statistics | |
| ITMG 320 | Database Design and Business Intelligence Implementation (For MSBA 504 Data Management) | 3 |
| BUAN 371 | Analytical Decision Modeling (For MSBA 506 Prescriptive Analytics) | 3 |
| or ISYE 440 | Operations Research II | |
| ECON 471 | Business Cycles and Forecasting (For MSBA 531 Forecasting and Applied Time Series 3 Analysis) | 3 |
| FINA 409 | Financial Modeling and Analysis (For MSBA 532 Financial Analytics) | 3 |
| MKTG 411 | Marketing Analytics (For MSBA 534 Marketing Analytics) | 3 |
| BSCM 307 | Supply Chain Analytics (For MSBA 535 Operations and Supply Chain 3 Analytics) | 3 |
| or ISYE 460 | Operations and Supply Chain Management | |

Upon completion of the BBA, students will complete all other requirements for the MSBA degree.

## Course Waivers

All students who have graduated within two years prior to their enrollment in the MSBA program to potentially waive up to six units of MSBA coursework, as detailed in the equivalency table provided below. For courses not listed in Table 1 above, the department chair of Supply Chain, Operations, and Information Systems will examine the course materials and may approve waivers on a case-by-case basis. Waiver evaluations for non-USD students may also involve examinations and a related fee will be charged for each exam. To qualify for this waiver, students must (1) have earned grades of B or higher in the undergraduate courses and (2) meet any additional requirements (such as an exam). A minimum of 30 units must be completed at USD after enrolling in the MSBA program to fulfill degree requirements.

# MS Finance

## Program Overview

**Program Title**
Finance

**Program Type**
Major

**College/School**
School of Business

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**

## Program

Our selective 10-month, STEM certified MSF program develops leaders in finance through rigorous and relevant coursework with the body of knowledge grounded in the Chartered Financial Analyst (CFA) curriculum offered in a personalized educational environment, for which the Knauss School of Business is well known. Through our MSF program, students develop a detailed understanding of the core financial knowledge in a global marketplace while acquiring competencies for the increasingly technical demands of financial decision-making.

The MSF program includes 20 courses starting in early August and ending in May of the following year. The final classes are held about two to three weeks before the CFA Level 1 and Level 2 exams are administered.

The flexibility of the program design allows students to satisfy the curriculum requirements in an accelerated format while also having the opportunity to pursue career-oriented activities.

## Distinguishing Features

Our MS in Finance program provides an optimal applied approach to finance with a high level of interaction with faculty and classmates, preparing students for distinctive career opportunities and a path to lifelong learning.

Our MSF program provides a solid foundation for students interested in taking the first two out of the three levels of the CFA® exam, deemed as the most recognized and respected investment designation in the world. The CFA curriculum spans academic theory, cutting-edge industry practice and ethical standards, and it helps shape a candidate that possesses extensive knowledge of a variety of topics (Finance, Accounting, Economics, and Statistics).

## Dual/Double Degree Programs

The MS in Finance offers students the following dual and double degree options. See degree requirements for additional information.

- MSF/MBA Dual Degree
- MSF/MSBA Dual Degree
- MSF at USD/MSc in Finance program at the Neoma Business School (NEOMA BS) in Reims, France Double Degree

## Admissions Information

### Application Deadlines

Applications for the MSF program are processed on a rolling basis. The rolling application deadlines are:

- November 1
- January 15
- March 1
- May 1

### Application Checklist and Minimum Requirements

- The USD Graduate Application
- Official transcripts from all colleges or universities where you have received course credit
    - A four-year baccalaureate degree, preferably in a finance, accounting, economics or STEM discipline. All applicants with non-STEM undergraduate majors are expected to have a strong quantitative background
    - One semester of college level calculus must be completed prior to beginning the MSF program
    - A GPA with a "B" average or higher is preferred
- Two letters of recommendation
- An up to date resume
- A supplemental essay

### International Applicants

In addition to the above requirements, international applicants will also need to submit:

- TOEFL scores with a minimum of 92 iBT or IELTS scores with a minimum of 7.0
- An international transcript evaluation from World Education Services for any courses taken for credit outside of the United States
- If admitted to the MSF program, international students must provide immigration and financial documentation to the Office of Graduate Admissions in order to obtain their Form I-20. Once admitted, you will receive instructions via email from the Office of Graduate Admissions on how to submit this documentation. For questions about the I-20 or visa process, please email grads@sandiego.edu.

### Program Requirements

**Requisites**

| | | |
|---|---|---|
| MFIN 500 | Intro to Python for Finance | 1 |
| MFIN 501 | Quantitative Methods | 2 |
| MFIN 502 | Economics for Finance | 2 |
| MFIN 503 | Fixed Income | 2 |
| MFIN 504 | Derivatives | 2 |
| MFIN 505 | Ethics | 1 |
| MFIN 506 | Portfolio Management | 1 |
| MFIN 507 | Financial Reporting and Analysis | 3 |
| MFIN 508 | Corporate Finance | 1 |
| MFIN 509 | Alternative Investments | 1 |
| MFIN 510 | International Finance | 1 |
| MFIN 511 | Advanced Financial Reporting and Analysis | 3 |
| MFIN 512 | Equity Valuation and Modeling | 3 |
| MFIN 513 | Advanced Portfolio Management | 2 |
| MFIN 514 | Financial Econometrics | 1 |
| MFIN 515 | Advanced Corporate Finance | 2 |
| MFIN 516 | Advanced Seminar and Research Methods in Corporate Finance | 1 |
| MFIN 517 | Advanced Fixed Income and Structured Finance | 2 |
| MFIN 518 | Advanced Seminar in Asset Pricing | 1 |
| MFIN 519 | Financial Markets and Institutions | 1 |
| **Career and Professional Development Course** | | |
| **Total Units** | | **33** |

## Dual Degree Programs

### MSF/MBA Dual Degree Program

The School of Business offers students the opportunity to obtain both an MSF and an MBA currently in two years. Students benefit from both business and finance courses and will receive two diplomas upon completion of all coursework. Students must apply to and be accepted into both programs. Dual degree students must start with the MBA program. For more information about this dual degree program, see the MBA Dual Degree section of the graduate catalog.

### MSF/MSBA Dual Degree Program

The Master of Science in Finance (MSF)/Master of Science in Business Analytics (MSBA) dual degree program allows students to obtain an MSF and MSBA degree in two years by completing specific prescribed courses for a total of 62 units. Students benefit from both finance and business analytics courses and will receive two diplomas upon completion of all coursework.

In order to pursue the dual degree program, students must apply to and be accepted by both the MSF and the MSBA programs. Students who wish to complete the MSF-MSBA dual degree program will participate in both programs concurrently. Students are recommended to focus on MSF coursework in the first year and add MSBA courses in the second year of study in order to have more time to prepare for the CFA exam and pass the first two levels of exam before they graduate from the dual-degree program.

Students will complete the full curriculum of the first program of study and the second program will accept units from the first to satisfy degree requirements.

For students who start with the MSF program, the MSBA program will accept the following courses in transfer from the MSF program to fulfill MSBA requirements:

| | | |
|---|---|---|
| MFIN 500 & MFIN 516 | Intro to Python for Finance and Advanced Seminar and Research Methods in Corporate Finance (For MSBA 502 Analytics Programming I (2)) | 2 |
| MFIN 501 | Quantitative Methods (For MSBA 501 Applied Statistics (2)) | 2 |
| MFIN 512 | Equity Valuation and Modeling (For MSBA 532 Financial Analytics (3)) | 3 |

In addition, the MSBA program will waive the Career and Professional Development course requirement for students who have completed the Career and Professional Development course in the MSF program.

For students who start with the MSBA program, the MSF program will accept the following courses in transfer from the MSBA program to fulfill MSF requirements:

| | | |
|---|---|---|
| MSBA 502 | Analytics Programming I (For MFIN 500 Intro to Python for Finance (1) and MFIN 516 Advanced Seminar in Research Methods in Corporate Finance (1)) | 2 |
| MSBA 501 | Applied Statistics (For MFIN 501 Quantitative Methods (2)) | 2 |
| MSBA 532 | Financial Analytics (For MFIN 512 Equity Valuation and Modeling (3)) | 3 |

In addition, the MSF program will waive the MSF Career and Professional Development course for students who have completed Career and Professional Development course with the MSBA.

Students must fulfill all other degree requirements for each degree.

In addition to the coursework indicated above, all students are required to successfully complete the career and professional development passport program.

The following undergraduate courses are also eligible for waivers for USD undergraduate students who are confirmed into the MSF program prior to graduation:

| | | |
|---|---|---|
| FINA 403 | Derivatives (For MFIN 504 Derivatives) | 2 |
| FINA 405 | International Financial Management (For MFIN 510 International Finance) | 1 |

## MS Real Estate

### Program Overview

**Program Title**
Real Estate

**Program Type**
Major

**College/School**
School of Business

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**
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, analytical and interpersonal skills necessary to compete for real estate careers at the middle- to upper-management levels or to become real estate entrepreneurs. We pay special attention to the importance of corporate social responsibility, ethical conduct and all forms of sustainability and 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 MSRE program produces graduates who have:

- Business Communication Skills
- Critical Analysis Skills
- Ethical Conduct Skills
- Advanced Real Estate Technical Skills
- Advanced Real Estate Industry Skills

The program is built on the strengths of the nationally-ranked USD Knauss School of Business and its Burnham-Moores Center for Real Estate, which has an outstanding reputation throughout the region.

## Dual Degree Programs

### MSRE/MBA Dual Degree Program

The Knauss School of Business offers students the opportunity to obtain both an MSRE and an MBA currently in two or two and a half years. 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 begin with either program. For more information about this dual degree program, see the MBA Dual Degree section of the catalog.

### MSRE/JD Dual Degree Program

The Knauss School of Business offers a dual degree program in conjunction with the School of Law. This dual degree offers the concurrent pursuit of a JD degree along with an MSRE. Since these programs allow the concurrent pursuit of two degrees, with up to 12 units being credited to both a JD degree and an MSRE, students generally complete both programs in 3.5 or 4 years for a savings of up to one semester of time and expense. As graduate credits may not be transferred to the law school until the entire first year of law study is completed, students must begin the dual degree with the JD program in order to maximize the full benefit of double-counting coursework. Students interested in the dual degree program must apply to and be accepted by both schools. Students generally begin the dual degree program in their second year of law school.

Students in the MSRE/JD program complete the following MSRE requirements.

| | | |
|---|---|---|
| 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 507 | Real Estate Development | 3 |
| MSRE 508 | Commercial Real Estate Valuation | 2 |
| MSRE 509 | Commercial Real Estate Capital Markets | 3 |
| MSRE 510 | Real Estate Capstone | 2 |
| MSRE 513 | Real Estate Market Analysis | 3 |
| MSRE 514 | Strategic Asset Management | 2 |
| MSRE 516 | Real Estate Feasibility Analysis | 3 |
| **Total Units** | | **26** |

## Additional Admission Requirements

See the Admission page for basic admission requirements.

| | |
|---|---|
| Entrance Semester | Fall |
| | |
| Minimum GPA | 3.0 (4.0 scale) |
| Application Deadlines | Nov. 1, Jan. 15, Mar. 1, May 1. Applications will be considered after these deadlines on a space-available basis. |
| Standardized Admission Test | GMAT or GRE (encouraged, but not required) |
| | IELTS or TOEFL - International applicants only (minimum IELTS score of 7.0 or TOEFL score of 92/237/580 required). See English Proficiency and International Student Applicants. |
| Required Coursework | Bachelor's degree. No specific undergraduate coursework required |
| Required Licenses/ Credentials | None |
| Additional Requirements | Two letters of recommendation |
| | Two years of work experience preferred |
| | Applicants who received their bachelor's degree from a non-US educational institution must have their transcripts evaluated. See International Student Applicants. |
| | Tuition Deposit of $1,000 |

### Program Requirements

**Requisites**

## Degree Requirements

| | | |
|---|---|---|
| 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 | 2 |
| MSRE 506 | Property Management | 1 |
| MSRE 507 | Real Estate Development | 3 |
| MSRE 508 | Commercial Real Estate Valuation | 2 |
| MSRE 509 | Commercial Real Estate Capital Markets | 3 |
| MSRE 510 | Real Estate Capstone | 2 |
| MSRE 512 | Technology and Databases for Real Estate Analysis | 1 |
| MSRE 513 | Real Estate Market Analysis | 3 |
| MSRE 514 | Strategic Asset Management | 2 |
| MSRE 516 | Real Estate Feasibility Analysis | 3 |
| MSRE 517 | Sustainable Real Estate | 2 |
| **Total Units** | | **32** |

## MS Supply Chain Management

### Program Overview

**Program Title**
Supply Chain Management

**Program Type**
Major

**College/School**
School of Business

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**
Accredited by the Chartered Institute of Purchasing & Supply (CIPS) and approved by the Institute for Supply Management (ISM), the online Master of Science in Supply Chain Management (MSSCM) is designed for students with knowledge in one or more of the functions included in supply chain management. Participants gain advanced expertise needed to help organizations progress to world-class supply chain management status.

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;
- Demonstrate success as an ethical leader in supply chain management; and,
- Demonstrate teamwork and team leadership skills.

The 33-unit MS-SCM program is offered online in a lock-step, cohort-based format and requires approximately 22 months for completion. The hybrid delivery format employs a blended approach to learning, whereby students come to campus for three required residency sessions, completing the remainder of the instruction via online learning. Regular asynchronous discussions allow students to participate in courses at a time that is convenient for them, often increasing the frequency and depth of involvement with their classmates and instructors. Students often make deeper connections with their online colleagues than in a bricks-and-mortar classroom.

The curriculum is designed to blend proven concepts with contemporary best practices found in successful businesses and governments throughout the world. Students will select one of two tracks within the MSSCM program:

- The **General Supply Chain Management track**, which includes courses in operations management, leadership and change management, supply chain analytics and sustainable global supply chain management (this track may be completed fully remotely for international students who do not have a visa that permits them to come to campus for residency sessions).
- The **Health Care Supply Chain Management track**, which includes courses in health care delivery, health care systems, and clinical information systems offered through the USD Hahn School of Nursing (this track is not available fully remotely, as it requires students to attend residency sessions on campus).

In addition to the MSSCM as a stand alone degree, students may also pursue the following programs:

- MSSCM/MBA Dual Degree
- BBA-SCM/MSSCM Combined Degree

## Admission Requirements

Basic admission requirements include:

- Two years of experience in a relevant supply chain management position, an undergraduate degree in supply chain or industrial engineering, or a minor in supply chain with experience in a supply chain internship or competition;
- A Bachelor's degree from an accredited college or university;
- Additional screening related to the assessment of academic competence is typical of that found for entry into most business graduate degree programs;
- Applicants who do not meet the minimum work experience requirement, or have an undergraduate GPA of 3.0 or less, may be required to submit a GMAT score.

In addition, candidates will be expected to provide:

- Two letters of recommendation from the applicant's supervisor, a colleague, direct report, or university professor*;
- Statement of Purpose–a short essay reflecting the applicant's personal and professional objectives and expectations for the program;
- Resume describing work experience to date;
- College or university transcripts (officially sealed) from each college or university attended;
- International students who possess an L-1 (business visa) may attend on campus residency sessions. International students without an L-1 visa may participate in the MSSCM program with the General SCM track fully remotely.

*Only one letter of recommendation is required for combined degree applicants.

### Additional Admission Requirements

See the Admission page for basic admission requirements.

| | |
|---|---|
| Entrance Semesters | Fall, Spring |
| Fall Application Deadline | November 1, January 15, March 1, May 1 (applications will be considered on a space-available basis after May 1st) |
| Spring Application Deadline | October 1 and December 1 (applications will be considered on a space-available basis after Dec. 1) |
| Minimum Grade Point Average | 3.0 (4.0 scale) Preferred |

## Program Requirements

**Requisites**

## Degree Requirements

| | | |
|---|---|---|
| **Required Courses** | | |
| MSCM 501 | Supply Chain Strategy and Design | 3 |
| MSCM 502 | Logistics and Distribution Management | 3 |
| MSCM 503 | Supply Management | 3 |
| MSCM 505 | International Negotiations | 2 |
| MSCM 506 | Law, Ethics and Contracts for Supply Chain Management | 2 |
| MSCM 511 | Finance and Risk Management | 2 |
| MSCM 512 | Strategic Cost Management | 3 |
| MSCM 516 | Supply Chain Seminars | 1 |
| MSCM 531 | Project Management Principles | 2 |
| MSCM 533 | Supply Chain Capstone Project | 3 |
| **Total Units of Required Coursework** | | 24 |
| **In addtion to the required courses, students select one of the tracks below:** | | |
| **General SCM Track** | | |
| MSCM 504 | Operations Management | |
| MSCM 507 | Leadership and Change Management for Supply Chain Managers | |
| MSCM 513 | Supply Chain Analytics | |
| MSCM 514 | Sustainable Global Supply Chain Management | |
| **Total Units for the General SCM Track** | | 9 |
| **Health Care SCM Track** | | |
| HCIN 540 | Introduction to Health Care Information Management | |
| HCIN 552 | Clinical Documentation: Electronic Medical Record Systems | |
| HCIN 556 | Health Care Leadership, Values, and Social Justice | |
| **Total Units for the Health Care SCM Track** | | 9 |
| **Total Units for the MSSCM Degree** | | 33 |

Please note that students will automatically be enrolled in the General SCM Track until they request to be included in the Health Care SCM track. To maximize the units that are double counted in the dual and combined degrees below, students will want to pursue the General SCM track. Students in those programs who pursue the Health Care SCM track will have to complete additional units. Finally, students who need to participate in the MSSCM program fully remotely for visa purposes may only participate in the General SCM track (the Health Care SCM track requires students to participate in residency sessions on campus).

## MSSCM/MBA Dual Degree Program

The Knauss School of Business offers students the opportunity to obtain both an MSSCM and an MBA currently in two to three years. Students benefit from both business and supply chain courses and will receive two diplomas upon completion of all coursework. Students must apply to and be accepted into both programs and can begin with either program. For more information about this dual degree program, see the MBA Dual Degree section of the catalog.

## Combined Degree Program (BBA/MSSCM)

Undergraduates who are completing a degree in supply chain management can apply for admission to the MS program before finishing the BBA. Students may apply up to 11 units of course work toward the requirements for both degrees. Applications are accepted during a student's junior or senior year as an undergraduate, following a process similar to the standard application procedure for admission to the MSSCM program. Admitted students have undergraduate status until they complete their BBA degree requirements, then become graduate students during the subsequent Fall semester. Students need to complete a minimum of 19 units while they have graduate student status in order to satisfy the combined degree program requirements.

The undergraduate courses below, with a grade of B or higher, may be used to fulfill graduate coursework.

| | | |
|---|---|---|
| DSCI 303 | Operations Management (MSCM 504) | 3 |
| BSCM 300 | Global Purchasing and Supply Management (MSCM 503) | 3 |
| BSCM 303 | Strategic Cost Management (MSCM 512) | 3 |
| BSCM 305 | Sustainable Global Supply Chain Management (MSCM 514) | 3 |

Upon completion of the BBA, admitted combined degree students will complete the courses below to earn the MSSCM degree.

| | | |
|---|---|---|
| MSCM 501 | Supply Chain Strategy and Design | 3 |
| MSCM 502 | Logistics and Distribution Management | 3 |
| MSCM 505 | International Negotiations | 2 |
| MSCM 506 | Law, Ethics and Contracts for Supply Chain Management | 2 |
| MSCM 507 | Leadership and Change Management for Supply Chain Managers | 2 |
| MSCM 511 | Finance and Risk Management | 2 |
| MSCM 513 | Supply Chain Analytics | 2 |
| MSCM 516 | Supply Chain Seminars | 1 |
| MSCM 531 | Project Management Principles | 2 |
| MSCM 533 | Supply Chain Capstone Project | 3 |

# MS Taxation

## Program Overview

**Program Title**
Taxation

**Program Type**
Major

**College/School**
School of Business

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**
The Master of Science in Taxation (MTAX) degree program offers a curriculum that focuses on interactively developing skills needed by accountants who want to emphasize tax during their careers. This program is a specialized tax degree designed to provide accountants the skills needed in mid- to upper-level tax. Further the program provides students with leadership, communication, interpersonal and ethical skills for supervisory-level positions.

This is a companion program to the Master of Science in Accountancy (MACC) program. All interested students should review the admission process and prerequisite requirements that are discussed under the MACC program. Those processes and prerequisites are also applicable to the MTAX program. In general, students applying to the MTAX 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 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.

Applicants can only be admitted to MACC/MTAX programs with the BACC equivalency. The only exceptions to this rule are current USD undergraduate students pursuing the Bachelor of Accountancy Degree.

As with the MACC program, students currently enrolled in the BACC program at USD can complete the BACC and MTAX in a combined program format. The admission process is identical to those required by the BACC and MACC combined program and prospective students should review the next section of this course catalog for those requirements.

For more information about the MTAX program contact the Graduate Accountancy Programs office at acctinst@sandiego.edu.

### Program Requirements

**Requisites**

## MTAX Program Requirements

The MTAX program is a 30 semester hours program for those with an undergraduate accounting degree. Additional prerequisite requirements for those without an undergraduate accounting degree are shown under the MACC program. In addition to the prerequisites shown under the MACC program, all MTAX degree applicants will need to have already completed:

| | | |
|---|---|---|
| ACCT 306 | Federal Tax Accounting I | 3 |
| ACCT 407 | Federal Tax Accounting II (or their equivalents, as prerequisites to the program.) | 3 |
| **MTAX Course Requirements (30 Semester Units):** | | |
| **The following five courses are required:** See course schedule for available courses | | 15 |
| MACC 560 | Tax Research | |
| MACC 561 | Partnership Taxation | |
| MACC 564 | Advanced Corporate Taxation | |
| MACC 565 | Taxation Policies and Procedures | |
| MACC 594 | Multi-Jurisdictional Taxation | |
| **Electives (15 units)** | | 15 |
| **Elective Courses** | | |
| MACC 501 | Ethics for Accounting Professionals | 3 |
| MACC 520 | Fundamentals of Personal Financial Planning | 3 |
| MACC 522 | Investment Planning and Risk Management | 3 |
| MACC 525 | Financial Statement Analysis for Accountants | 3 |
| MACC 530 | International Financial Analysis and Reporting | 3 |
| MACC 531 | Applied Research for Financial Accountants and Auditors | 3 |
| MACC 533 | Accounting Analytics | 3 |
| MACC 535 | Not-for-Profit Accounting | 3 |
| MACC 540 | Controllership and Strategic Cost Management | 3 |
| MACC 545 | Forensic Accounting | 3 |
| MACC 562 | Estate and Gift Taxation and Planning | 3 |
| MACC 563 | State and Local Taxation | 3 |
| MACC 580 | International Accounting Experience | 3 |
| MACC 585 | Accounting and Public Policy | 3 |
| MACC 594 | Special Topics | 1-6 |
| **The following courses are offered on an individual student basis only:** | | |
| MACC 599 | Independent Study | 1-3 |

Students must complete a "program plan" indicating their elective selections prior to beginning the MTAX program. However, course substitutions may be made at later points of time upon approval of the Academic Director.

A maximum of 6 semester hours of experiential learning courses are allowed. Therefore, students are limited to two of the following three courses: MACC 580 International Accounting Experience, MACC 585 Accounting and Public Policy, and MACC 594 ESG Accounting.

A maximum of 6 semester hours of non-MACC prefixed graduate courses from USD or other University are allowed (assuming prerequisites are met) as part of the MTAX program electives. Provide a syllabus for each course for review and evaluation. The remaining 15 semester hours of electives must be from MACC prefixed courses. Students must justify the relevance of the course and must gain the approval of the Academic Director to include the graduate course as a MTAX elective.

### Admission Process for the MTAX Program

All interested students should review the admission and prerequisite requirements that are discussed under the MACC program, including the pre-program for international students.

1. Complete the Master of Science in Taxation online application, including the $125 application fee.
2. Resume
3. Personal statement
4. Two professional letters of recommendation
5. College/University Transcripts. Transcript evaluation required for international applicants.
6. GMAT with a minimum score of 550
7. TOEFL score of 92 or IELTS score of 7 for international applicants
8. Overall GPA of 3.0 and accounting GPA of 3.0

## BACC/MACC or BACC/MTAX Combined Programs

The BACC/MACC or BACC/MTAX combined programs are 154 semester hours program consisting of the 124 semester hours requirements for a Bachelor of Accountancy degree (see the Undergraduate Course Catalog) and the 30 semester hours requirements for either the MACC or MTAX degrees. Students interested in either combined program should review the MACC or MTAX program requirements discussed above.

The combined programs allow current USD undergraduate students to combine their BACC program with either the MACC or the MTAX program. The combined programs allow students to begin their graduate programs early while they are still completing their BACC program. The actual program requirements for the undergraduate or graduate program are unchanged from those described under the individual programs. BACC students admitted to the MACC or MTAX combined programs may begin taking graduate program coursework after completion of ACCT 300 and a minimum of one additional upper-division undergraduate accounting course. The combined program allows students to complete both their BACC and either the MACC or MTAX degrees in approximately four and one half to five years on a full-time basis.

Students may enroll in BACC/MACC or BACC/MTAX Combined Programs. Students in these combined programs may receive up to 12 semester hours of credit to double count toward both the BACC undergraduate and MACC/MTAX graduate degrees. This double counting process is only applicable to student in a combined program. If student should graduate with a BACC degree only (without having been admitted to the BACC/MACC or BACC/MTAX combined program) and return later for a MACC/MTAX degree then the student will not be able to retroactively double count these courses and would need to complete 30 semester hours to earn the MACC/MTAX degree.

There are specific allowable double counting courses, which are offered only in the Fall or Spring semester, and listed in the Accountancy major section in the Undergraduate Catalog. Courses that may double count are ACCT 425/MACC 525, ACCT 430/MACC 530, ACCT 431/MACC 531, ACCT 433/MACC 533, ACCT 435/MACC 535, ACCT 440/MACC 540, ACCT 445/MACC 545, ACCT 460/MACC 560, ACCT 461/MACC 561, ACCT 462/MACC 562, ACCT 464/MACC 564, ACCT 465/MACC 565, and ACCT 485/MACC 585. Double counted courses will count only as general electives for the bachelor's degree. Prerequisites must be met in order to take these courses. Permission to register for these specific cross-listed courses as a BACC only student must be approved by the Academic Director of Graduate Accountancy Programs.

Only students who are currently enrolled in the BACC degree program at USD are eligible for admission to a combined program. Admitted students will likely enroll in daytime undergraduate courses and evening MACC or MTAX courses so that both degrees can be completed on a full-time basis in the shortest possible time frame.

BACC students accepted into the combined program should consult with the Academic Director 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 BACC requirements so that they will maximize their availability of financial aid.

### Admission Process for the BACC/MACC or BACC/MTAX Combined Program

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 of ACCT 300
3. Completion of a minimum of 60 undergraduate semester hours applicable toward their BACC
4. A 3.0 GPA overall
5. A 3.0 GPA in all upper-division accountancy courses

Students must complete the following for admission to the combined BACC/MACC or BACC/MTAX degree programs:

1. Complete the Master of Science in Accountancy or Master of Science in Taxation online application
2. Resume
3. Personal statement
4. University transcripts

### Upon Acceptance:

You will meet with the Academic Director and complete an approved "MACC or MTAX Program Plan" prior to the beginning of MACC or MTAX coursework.

Program and Course Sequencing Requirements for BACC/MACC or BACC/MTAX 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 MACC or MTAX degree prior to the completion of their BACC degree.
2. Students will receive their BACC degree upon completion of the requirements of that degree program.
3. Students who have received admittance in the combined program must complete their remaining MACC or MTAX degree requirements within five years of completing their BACC degree or must reapply to the MACC or MTAX program.

### Professional Accountancy Examinations

Students in the Bachelor of Accountancy program should consult with an accounting faculty advisor about the courses to prepare for the Certified Public Accountant (CPA) Examination, the Certification in Management Accounting (CMA) Examination, graduate work in fields of study related to accountancy, or specific fields of government employment.

The California State Board of Accountancy permits a student to sit for the CPA Exam when the Bachelor's degree is conferred, but requires 150 semester hours to complete the entire CPA Exam certification process for license. The California State Board of Accountancy will count any double counted grade once as the State Board does not double count units posted to two degrees. That means if a student enrolls in a combined program and completes the full 12 semester hours of allowable double counting for his or her USD degrees, he or she may only have 142 semester hours that could be counted toward the 150 semester hours requirement. Please be aware of this as it will now be possible to complete both degrees as part of the combined program and the student may be up to 8 semester hours short of the 150 required semester hours to become a CPA in California. Each student should verify the requirements in the state for which they wish to be certified.

Undergraduate BACC students interested in meeting the 150 semester hours requirements to become a CPA are strongly encouraged to consider the combined program option. CPA laws in a majority of states have recently been changed to require 150 semester hours of university credit to receive a CPA certificate. Additional information on this requirement is available from most State Boards of Accountancy.

### MTAX Program Articulation Agreement

The Master of Science in Taxation (MTAX) values the work that USD students complete at the graduate level in the Master of Science in Accounting (MACC Track A or B) accounting program. The MTAX program will waive up to six (6) units of MTAX requirements, based upon successful completion of MACC graduate coursework as follows: Two MACC classes (numbered MACC 501 through MACC 599) completed in the MACC program will waive two MACC classes (numbered MACC 501 through MACC 599) in the MTAX program (6 units). Graduate students must apply to, be accepted by and confirm their enrollment in the MTAX program before they complete their MACC degree to have classes double count. Grades of B or better are required to waive MTAX courses. Students must fulfill all other requirements for the MTAX degree. Students participating in the BACC/MACC or BACC/MTAX Combined Programs are not eligible for the articulation agreement.

**Learning Outcomes**

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## MS Cyber Security Engineering

### Program Overview

**Program Title**
Cyber Security Engineering

**Program Type**
Major

**College/School**
Shiley-Marcos School of Engr

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**
The MS-CSE program provides knowledge and skill in architecting, developing, and fielding secure network solutions against advanced persistent threats. It explores the role assurance plays in security, particularly in the development and deployment of software products, and how one must account for this in security planning.

Core program goals for the University of San Diego's Master of Science in Cyber Security Engineering include:

- Developing an engineering knowledge and skill base focused on the mitigation of advanced persistent threats toward the goal of increased cybersecurity. The engineering of secure, trusted systems is essential to guard against the types of headline-grabbing electronic security breaches and that have caused extensive disruption and financial damage to industry and government, immeasurable loss of intellectual property and tremendous harm to personal privacy.
- Preparing individuals capable of developing cutting-edge innovation, creating the next generation of cyber tools and solutions and becoming thought leaders in the cybersecurity engineering domain. Graduates will be equipped to become change agents, providing overall subject matter expertise as well as specific engineering and technology solutions to an organization's unique set of risks and potential vulnerabilities.
- Connecting students with a network of local, regional, and national cybersecurity stakeholders, as part of the University of San Diego's commitment to educational and professional development. MS-CSE program leaders are focused not only on keeping the innovative curriculum immediately relevant, but also on assisting with the placement of graduates.
- Advancing the science and practice of cybersecurity engineering and education for the benefit of public and private-sector organizations, communities, and the nation. Ongoing cyber threats and successful attacks have placed the United States at a critical juncture; our cybersecurity engineering graduates are groomed to be effective in this fight by contributing toward real-world, applied solutions.

Students in the Master of Science in Cyber Security Engineering program learn the design, evaluation, certification, and accreditation of trusted systems. Students will subsequently understand how to take the design of trusted systems and develop/engineer these into secure systems, with a focus on hands-on experiences in laboratory settings.

The curriculum covers digital and network forensics and the technical considerations for incident response and continuity planning. It places students in simulated contested cyber environments where they will perform system assessments, potentially on solutions they have engineered, and understand the various types of penetrations an adversary might attempt on an information system. The goal being a real-world experience in which the application of cybersecurity engineering can be applied in dynamic settings where innovation and problem-solving are required.

The 30-36 unit program will consist of 11 courses, including a 6-unit prerequisite course (which can be waived at the discretion of the Academic Director based on the candidate's professional and academic background) and two 3-unit research capstone courses. In the first semester (unless the prerequisite course is waived), students take a single six-unit course: CYBR 505. In subsequent semesters, students will take two courses per semester. Each course will run for seven weeks meeting two times per week. Each semester will last 14 weeks. This intensive format will allow students to focus on one course at a time and still complete the degree program in approximately 20-24 months. Students interested in pursuing this degree should visit the MS-CSE program website for more information about the enrollment process.

The curriculum is designed to achieve the following learning outcomes, in addition to the graduate learning outcomes shared across all of USD's Master's level programs.

- Employ the foundational concepts of cybersecurity and systems engineering principles to architect, build, and field secure systems throughout the entire secure systems development life cycle.
- Analyze a system to determine the cybersecurity objectives, policies, and threats, and select appropriate and cost-effective security controls to mitigate risk.
- Perform system security assessments by applying skills in security testing, forensics, incident response, and continuity planning in order to identify potential vulnerabilities and solutions.
- Demonstrate the ability to write programs to automate cyber system tasks.
- Recognize professional responsibilities and make informed judgments in cybersecurity practice based on legal and ethical principles.

## Program Requirements

**Requisites**

## Degree Requirements

| | | | |
|---|---|---|---|
| CYBR 505* | Computational Roots of Cybersecurity | | 6* |
| CYBR 501 | Introduction to Cybersecurity Concepts and Tools | | 3 |
| CYBR 502 | Cybersecurity Network Defense | | 3 |
| CYBR 503 | Cybersecurity Domain | | 3 |
| CYBR 504 | Applied Cryptography | | 3 |
| CYBR 506 | Secure System Life Cycle | | 3 |
| CYBR 508 | Secure Network Engineering | | 3 |
| CYBR 510 | Security Test Engineering | | 3 |
| CYBR 512 | Incident Detection and Handling | | 3 |
| CYBR 514 | Cyber Engineering Research I | | 3 |
| CYBR 516 | Cyber Engineering Research II | | 3 |
| | **Total Units** | | **30-36*** |

*Students may be waived from the 6-unit prerequisite CYBR 505 course at the discretion of the Program Director based on the student's professional and academic background. Students with the prerequisite waiver will be required to complete 30 total units to graduate from the MS-CSE program.

**Combined BS or BA Computer Science and Master of Science in Cyber Security Engineering (MS-CSE) Program**
A student who has applied, been accepted, and indicated that they will enter the MS-CSE program, can apply up to twelve 500-level CYBR units to both their undergraduate degree requirements in computer science, and to the requirements of the MS-CSE program. Those units shall include CYBR 501, 502, and any of the following CYBR courses: 503, 504, 506, 508, 510, or 512. A student who completes 12 units as an undergraduate can complete the remaining 18 units in three terms (e.g. summer, fall, and spring). Thus, a student can earn a BS or BA in computer science plus an MS in Cyber Security Engineering with one year of graduate coursework after completion of the undergraduate degree. Students in the combined degree program are waived from the CYBR 505 prerequisite course and related 6 units from the 36-unit MS-CSE degree requirements. In total, accepted combined degree students will complete 30 graduate units to graduate from the MS-CSE program.

**Combined BS/BA in Engineering and Master of Science in Cyber Security Engineering (MS-CSE) Program**
A student who has applied, been accepted, and indicated that they will enter the MS-CSE program, can apply up to twelve 500-level CYBR units to both their undergraduate degree requirements in the Integrated Engineering program with an embedded systems concentration and to the requirements of the MS-CSE program. Those units shall include CYBR 501, 502, and any of the following CYBR courses: 503, 504, 506, 508, 510, or 512. A student who completes 12 units as an undergraduate can complete the remaining 18 units in three terms (e.g., summer, fall, and spring). Thus, a student can earn a BS/BA in Engineering plus an MS in Cyber Security Engineering with one year of graduate coursework after completion of the undergraduate degree. Students in the combined degree program are waived from the CYBR 505 prerequisite course and related 6 units from the 36-unit MS-CSE degree requirements. In total, accepted combined degree students will complete 30 graduate units to graduate from the MS-CSE program.

**Learning Outcomes**

- Employ the foundational concepts of cybersecurity and systems engineering principles to architect, build, and field secure systems throughout the entire secure systems development life cycle.
- Analyze a system to determine the cybersecurity objectives, policies, and threats, and select appropriate and cost-effective security controls to mitigate risk.
- Perform system security assessments by applying skills in security testing, forensics, incident response, and continuity planning in order to identify potential vulnerabilities and solutions.
- Demonstrate the ability to write programs to automate cyber system tasks.
- Recognize professional responsibilities and make informed judgments in cybersecurity practice based on legal and ethical principles.

# MS Applied Artificial Intelligence

## Program Overview

**Program Title**
Applied Artificial Intelligence

**Program Type**
Major

**College/School**
Shiley-Marcos School of Engr

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**
The Master of Science in Applied Artificial Intelligence (MS-AAI) is an intensive project-based program directed at technical professionals looking to assume responsibilities related to the development and deployment of AI-based systems in corporations. It applies to candidates (engineering and non-engineering) who plan to work in positions within a business organization that require the application of AI-based tools and techniques for automated data-driven decision-making.

Graduates of the program will be successful in technical positions in a variety of industries. The program is designed to develop both technical and soft skills, so graduates would also be well-positioned for management and entrepreneurial projects in AI.

The MS-AAI curriculum will involve the integration of a Capstone experience with the delivery of module-based technical courses, updated regularly so that they are aligned with progress and advancement in a field that is still undergoing rapid development. MS-AAI program will require the completion of 30 academic units. 21 out of 30 will cover technical aspects of AI with 6 units of introductory and fundamental topics. The remaining units are allocated to provide a comprehensive Capstone Experience for students assembled into different teams and charged with a variety of projects spanning diverse areas in AI such as machine learning, deep learning, Internet of things, and data mining. These projects may also be sponsored by companies. As a result, the Capstone projects will be in-depth with a focus on real-life problems.

Upon completion of the program, MS-AAI graduates will be able to:

- Develop structures within organizations for the deployment of AI-based systems and software for automated decision-making.
- Successfully apply principles of AI tools such as machine learning and neural networks to tackle problems in the industry related to technology, operations, finance, marketing, and corporate development.
- Apply ethical standards to the collection, dissemination, and analysis of data for data-driven business decision-making.
- Be effective leaders and managers in articulating the value of AI-based systems and software for organizations in corporations.

Admission to the MS-AAI program will require a Bachelor's Degree with strong academic credentials in majors, such as Statistics, Mathematics, Data Science, Computer Science, Engineering, or any other non-STEM fields where candidates may be interested in advancing their technical skills in the field of AI. Preference will be given to prospective students with industry experience or other relevant real-life experiences in computer science and software development. Students interested in pursuing this degree should visit the MS-AAI program website for more information about the enrollment process.

### Program Requirements

**Requisites**

## Degree Requirements

| | | |
|---|---|---|
| AAI 500 | Probability and Statistics for Artificial Intelligence | 3 |
| AAI 501 | Introduction to Artificial Intelligence | 3 |
| AAI 510 | Machine Learning: Fundamentals and Applications | 3 |
| AAI 511 | Neural Networks and Deep Learning | 3 |
| AAI 520 | Natural Language Processing and GenAI | 3 |
| AAI 521 | Applied Computer Vision for AI | 3 |
| AAI 530 | Data Analytics and Internet of Things | 3 |
| AAI 531 | Applied AI Ethics | 3 |
| AAI 540 | Machine Learning Operations | 3 |
| AAI 590 | Capstone Project | 3 |

**Learning Outcomes**

- Develop structures within organizations for the deployment of AI-based systems and software for automated decision-making.
- Successfully apply principles of AI tools such as machine learning and neural networks to tackle problems in the industry related to technology, operations, finance, marketing, and corporate development.
- Apply ethical standards to the collection, dissemination, and analysis of data for data-driven business decision-making.
- Be effective leaders and managers in articulating the value of AI-based systems and software for organizations in corporations.

# MS Applied Data Science

## Program Overview

**Program Title**
Applied Data Science

**Program Type**
Major

**College/School**
Shiley-Marcos School of Engr

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**
The Master of Science in Applied Data Science (MS-ADS) degree program has been designed to specifically address the cross-functional needs of industries for data scientists who come with a strong foundation of technical knowledge and expertise in algorithms, tools, and techniques for analyzing any type of data and are able to apply such tools to domain-specific problems. The MS-ADS program is an intensive project-based program directed at technical professionals looking to assume responsibilities related to the analysis of corporate and personal data. It applies to candidates (engineering and non-engineering) who plan to work in positions within a business organization that require the application of data science, with titles such as data analysts, data scientists, data engineers, and machine learning staff/engineers. It is well suited for full-time professionals who are interested in transitioning into or advancing their careers in data science. The MS-ADS curriculum will instruct students on technical topics that are seen as critical to equip and prepare graduates from the program to be able to apply powerful analytical tools to work with real-life (small and large) datasets. Graduates of the program will be successful in technical positions in a variety of industries and research and development (R&D) positions, including the pursuit of doctoral work. The program is designed to develop both technical and soft skills. As a result, graduates would also be well-positioned to pursue management positions or entrepreneurial projects in data science and data engineering.

The MS-ADS curriculum will involve the integration of a 3-unit Capstone experience with the delivery of module-based technical courses, updated regularly so that they are aligned with progress and advancement in a field that is still undergoing rapid development. Completion of the MS-ADS program requires a total of 36 units, comprising 30 academic units and 6 units dedicated to prerequisite courses. Students may be eligible for the waiver of the prerequisite courses and related 6 units based on their background and prior education. Within the 30 academic units, 21 will delve into the technical facets of data science, complemented by 6 units covering introductory and fundamental topics, and completing with the 3-unit Capstone experience. Upon completion of the program, MS-ADS graduates will be able to:

- Develop structures within organizations for the collection and aggregation of relevant small and large data for analysis.
- Successfully apply principles of data aggregation and analytics, and conduct data science methods to tackle problems in the industry related to technology, operations, finance, marketing, and corporate development.
- Apply data science and data engineering techniques and tools for the generation of data-driven business reports and to assist in the development of strategies.
- Be effective leaders and managers of data science functions and organizations in corporations.

Admission to the MS-ADS program will require a Bachelor's Degree with strong academic credentials in majors, such as Statistics, Mathematics, Computer Science, Engineering, or any other non-STEM fields where candidates may be interested in advancing their technical skills in data analysis. Preference will be given to prospective students with industry experience or other relevant real-life experiences. Students interested in pursuing this degree should visit the MS-ADS program website for more information about the enrollment process.

## Program Requirements

**Requisites**

## Degree Requirements

| | | |
|---|---|---|
| ADS 500A* | Probability and Statistics for Data Science | 3 |
| ADS 500B* | Data Science Programming | 3 |
| ADS 501 | Foundations of Data Science and Data Ethics | 3 |
| ADS 502 | Applied Data Mining | 3 |
| ADS 503 | Applied Predictive Modeling | 3 |
| ADS 504 | Machine Learning and Deep Learning for Data Science | 3 |
| ADS 505 | Applied Data Science for Business | 3 |
| ADS 506 | Applied Time Series Analysis | 3 |
| ADS 507 | Practical Data Engineering | 3 |
| ADS 508 | Data Science with Cloud Computing | 3 |
| ADS 509 | Applied Large Language Models for Data Science | 3 |
| ADS 599 | Capstone Project | 3 |
| | **Total Units** | **30-36*** |

*ADS 500A and/or ADS 500B may be waived in an individual or combined manner by the director of the MS-ADS program upon demonstration of prior coursework or equivalent experience.

**Combined BS or BA in Computer Science and Master of Science in Applied Data Science (MS-ADS) Program**

A BS or BA in Computer Science student who has applied, been accepted, and indicated that they will enter the MS-ADS Program, can apply 12 units of coursework to both the requirements of their undergraduate degree and the requirements of the MS-ADS program. Prerequisite courses to begin the combined program are: ISYE 330 and COMP 352. Combined students must take these prior to the fall term of their senior year. ISYE 330 counts for MS-ADS prerequisite class ADS 500A, and COMP 352 counts for the prerequisite class ADS 500B. Combined students then take ADS 501 and ADS 502 in the fall of their senior year, and two additional courses in the MS-ADS program in the spring of their senior year. These could be (depending on the year and schedule) ADS 503 and 504, ADS 505 and 506, or ADS 507 and 508.

The MS-ADS Program requires 30-36 units of coursework, and students enroll in two 3-unit courses for a total of 6 units per semester. Students in the combined degree program will have 6 units waived (ADS 500A and ADS 500B since ISYE 330 and COMP 352 serve as replacement prerequisite courses), 12 units completed during their undergraduate studies (ADS 501, ADS 502, and two additional ADS 500-level courses), and then 18 units to complete as graduate students during the next three terms (summer, fall, and spring). Thus, a student can earn a BS or BA in Computer Science plus an MS in Applied Data Science in 4 years of undergraduate coursework plus 1 year of graduate coursework.

**Learning Outcomes**

- Develop structures within organizations for the collection and aggregation of relevant small and large data for analysis.
- Successfully apply principles of data aggregation and analytics, and conduct data science methods to tackle problems in the industry related to technology, operations, finance, marketing, and corporate development.
- Apply data science and data engineering techniques and tools for the generation of data-driven business reports and to assist in the development of strategies.
- Be effective leaders and managers of data science functions and organizations in corporations.

# MS Engineering Management and Leadership

## Program Overview

**Program Title**
Eng Management & Leadership

**Program Type**
Major

**College/School**
Shiley-Marcos School of Engr

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**
**Master of Science in Engineering Management and Leadership**

The master's program in Engineering Management and Leadership (MS-EML) program that successfully develops "leaders of tomorrow" will cultivate skill sets that enhance their ability to manage technology teams and projects. It will engage them in a process that explores changes in their mindset necessary for influencing technology organizations. The MS-EML program is an intensive project-based program for technical professionals looking to assume leadership positions in global technology organizations. It is valuable for experienced managers who intend to serve as CEOs, Directors, Vice Presidents, or C-level executives in technology companies. Students interested in pursuing this degree should visit the MS-EML program website for more information about the enrollment process.

**MS-EML Program Learning Outcomes**

With the completion of the program, MS-EML graduates will be able to:

1. Successfully manage complex technology businesses.
2. Develop organizations that promote the kind of innovation and intrapreneurship needed for "organizational nimbleness".
3. Be effective leaders in technology companies who manage by influence and building organizations that exemplify ethics, diversity, and equity.
4. Build high-performing, high-EQ executive teams.

**MS-EML Degree Program Structure**

The program of study includes a prescribed curriculum including eight 3-unit core courses, one 3-unit final core course, and one 3-unit capstone course. Each semester is 14 weeks in length. Each 3-unit course will include 37.5 hours of core instructional time. Additional homework, research, and study time are required. You can expect to spend 15-20 hours per week in each course in order to be successful.

## Program Requirements

**Requisites**

### MS Engineering Management and Leadership

| | | |
|---|---|---|
| EML 501 | Introduction to Technology and Engineering Management | 3 |
| EML 502 | Introduction to Technology and Engineering Leadership | 3 |
| EML 520 | Emerging Technology Trends and Startups | 3 |
| EML 525 | Tomorrow's Platforms, Products and Services | 3 |
| EML 530 | Competing Strategically | 3 |
| EML 535 | Building Resilient Technology Businesses | 3 |
| EML 540 | Value Chain of Engineering Organizations | 3 |
| EML 545 | Sustainability, Ethics and Compliance | 3 |
| EML 590 | Decision Analysis | 3 |
| EML 595 | Capstone Project Experience | 3 |

**Learning Outcomes**

1. Successfully manage complex technology businesses.
2. Develop organizations that promote the kind of innovation and intrapreneurship needed for "organizational nimbleness".
3. Be effective leaders in technology companies who manage by influence and building organizations that exemplify ethics, diversity, and equity.
4. Build high-performing, high-EQ executive teams.

# MS Engineering, Sustainability and Health

## Program Overview

**Program Title**
Engr Sustainability & Health

**Program Type**
Major

**College/School**
Shiley-Marcos School of Engr

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**

**Master of Science in Engineering, Sustainability and Health**

The online Master of Science in Engineering, Sustainability and Health (MS-ESH) is a 30-unit program that provides a graduate learning experience in the intersections of engineering, development, and planetary health. It consists of eight three-unit courses and a six-unit capstone. The first two courses are foundational and intended to develop a student mindset about planetary health. Following this, there are four courses dedicated to the pillars of sustainability and planetary health, namely, energy, water, food, and waste. The fifth and sixth courses provide integrative experiences that investigate cross-cutting issues. While specific projects will be run within each course across the entire program, the six-unit capstone course will be a culminating experience, involving the development and completion of a major project related to the intersection of engineering, sustainability and health. Graduates from the MS-ESH program will be well-equipped to transform their own area of practice and gain the experience and insight needed to explore new transdisciplinary career options. Students interested in pursuing this degree should visit the MS-ESH program website for more information about the enrollment process.

From a program perspective, the MS-ESH program is organized into the following four themes:

1. **Engineering for Planetary Health**
   The first two foundational courses introduce students to fundamental and new ways of thinking about human and ecological health, and how they can be applied to a variety of different engineering disciplines and possible futures. This lays the foundations to enable professionals to contribute to urgently needed conversations, policies, and engineering developments related to public health, equity, and environmental sustainability.
2. **Engineering for Sustainability**
   The four core courses will enable students to explore past and contemporary practice and explore new and emerging technologies in support of sustaining the planet, focusing on key areas of energy, water, food, and waste and their connection to community health. These core courses will develop the skill sets in each area required for students to design and develop holistic, economically viable solutions that effectively balance engineering, sustainability, and health requirements.
3. **Just Transitions**
   The remaining two core courses provide the support participants will need to consider approaches for transitioning to alternatives in a just and equitable, economically viable way. They explore the impact of socio-technical approaches to global challenges such as inequity, poverty, disaster, and pandemics resilience, and climate change.
4. **Capstone Project/Practicum for Masters Students**

   Students in MESH embark on a project for the duration of their studies. In the final semester, students have the opportunity of developing this into a three month capstone project which brings together all their learning through the MESH program and applies this to an area of personal interest. Students may work on an action research project within their own professional work area, intern for a community organization through our partner organization Omprakash (Omprakash.org) or through their own local contacts, or they may wish to focus on an archival or research based study. Students publish their final work in a special issue of the MESH magazine enabling them to present their projects to a global audience.

**MS-ESH Program Learning Outcomes**

With the completion of the program, MS-ESH graduates will be able to:

1. Trace the history of industrial and international development and globalization and their impacts on the built environment and the health of ecosystems and humans.
2. Demonstrate mastery over fundamental concepts of health using one health, eco health and planetary health frameworks and their implications for engineering.
3. Explore and apply transdisciplinary capabilities related to new and emerging sustainable technologies in four key areas of impact: waste, water, energy and food.
4. Solve complex interdisciplinary engineering, health, development, peace, ecological and justice challenges individually and as part of a group.
5. Design Just Transitions to sustainable, healthy and proven alternatives.

**MS-ESH Degree Program Structure**

The program of study includes a prescribed curriculum including eight 3-unit core courses and one 6-unit capstone course. Courses will be offered year-round with three semesters every year: spring, summer, and fall. Each semester is 14 weeks in length. Students will take two courses per semester, and courses will run for seven weeks each with a one or two-week break in between semesters. The final semester is the only term in which students will register for one course lasting the entire fourteen-week term. Students can expect to graduate in five semesters after successfully completing all nine courses.

Each 3-unit course will include 37.5 hours of core instructional time. Additional homework, research, and study time are required. Students can expect to spend 15-20 hours per week in each course in order to be successful.

## Program Requirements

**Requisites**

## Degree Requirements

| | | |
|---|---|---|
| ESH 501 | Engineering and the Health of the Planet | 3 |
| ESH 502 | Health and the Built Environment | 3 |
| ESH 510 | Sustainable Food | 3 |
| ESH 511 | Sustainable Water | 3 |
| ESH 520 | Sustainable Energy | 3 |
| ESH 521 | Getting to Zero Waste | 3 |
| ESH 530 | Transitioning to Alternatives | 3 |
| ESH 531 | Environmental Justice | 3 |
| ESH 540 | Capstone Project | 6 |
| | **Total Units** | **30** |

**Combined BS/BA in Engineering and Master of Science in Engineering, Sustainability, and Health (MS-ESH) Program**

A student who has applied, been accepted, and indicated that they will enter the MS-ESH program, can apply up to twelve units to the degree requirements of both the Integrated Engineering program and the MS-ESH program. Those units shall include ESH 501, 502, and any of the following ESH courses: 510, 511, 520, 521, 530, 531. Up to six units of undergraduate courses, with a grade of B or higher, may be substituted to satisfy MS-ESH requirements. These units may include GENG 350 (to satisfy ESH 501) and other classes approved by the director of the MS-ESH program.

A student who completes 12 units as an undergraduate can complete the remaining 18 units in three terms (e.g., summer, fall, and spring). Thus, a student can earn a BS/BA in Engineering plus an MS in Engineering, Sustainability, and Health with one year of graduate coursework after completion of the undergraduate degree.

**Learning Outcomes**

1. Trace the history of industrial and international development and globalization and their impacts on the built environment and the health of ecosystems and humans.

2. Demonstrate mastery over fundamental concepts of health using one health, eco health and planetary health frameworks and their implications for engineering.
3. Explore and apply transdisciplinary capabilities related to new and emerging sustainable technologies in four key areas of impact: waste, water, energy and food.
4. Solve complex interdisciplinary engineering, health, development, peace, ecological and justice challenges individually and as part of a group.
5. Design Just Transitions to sustainable, healthy and proven alternatives.

# MS Information Technology Leadership

## Program Overview

**Program Title**
Information Tech Leadership

**Program Type**
Major

**College/School**
Professional & Continuing Educ

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**
Career success as a senior IT professional depends on being able to develop and articulate the business value of comprehensive solutions to large-scale problems, solutions that (a) reflect a deep understanding of the mission, resources, and constraints of the organization to which the proposed solution is offered, and that (b) integrate a wider range of technologies than encompassed in any one individual's subject matter expertise. IT professionals frequently find it difficult to navigate this career transition, and the curriculum of the MS-ITL program is designed to address these challenges. Students will learn through coursework how to gain insight into the requirements, both technical and non-technical, of the employer or client organization they are working with, and how to incorporate those insights into their work product. Students will also learn through coursework how to develop, implement and articulate the value of comprehensive solutions to business problems that include components they are not technical subject matter experts in. The Information Technology Leadership program offers optional pathways in Data Science, Artificial Intelligence, and Cybersecurity - which students may select at the point of application.

**MS-ITL Program Learning Outcomes**

1. Demonstrate mastery over the fundamental building blocks of information technology solutions: data and voice networking, security, data management and reporting, enterprise applications, and server operations.
2. Evaluate proposed and implemented information technology solutions from diverse points of view within a variety of frameworks including cultural, social, political, linguistic and generational as well as technological contexts.
3. Critically analyze existing information technology systems as well as IT solutions proposed by clients, internal customers, or vendors, assessing requirements and resources (human, financial, and technical).
4. Lead and implement information technology solutions responsive to organizational requirements, aligned with resource constraints and strategic goals.
5. Communicate effectively with stakeholders in order to accurately characterize problems to be solved within the context of strategic goals and available resources.
6. Evaluate the ethical implications of proposed and implemented information technology solutions in their own organization or in that of a customer.

**MS-ITL Degree Program Structure**

The program of study includes the ten-course prescribed curriculum – nine 3-unit courses and one 3-unit integrative capstone course. Courses will be offered year-round with three semesters every year; spring, summer, and fall. Each semester is 14 weeks in length. Students will take two courses per semester. Courses will run for seven weeks each with a one or two-week break in between semesters. Students can expect to graduate in five semesters after successfully completing all ten courses within the prescribed schedule.

Candidates in the Information Technology Leadership program may choose an optional degree pathway to pursue a specialized interest in Data Science, Artificial Intelligence, or Cybersecurity. While these pathways offer unique opportunities for focused study, students are not required to select any of them. All pathways have a prescribed schedule that students must follow to graduate within the five semesters. Alternatively, candidates pursuing an individualized learning opportunity may self-select 2-3 courses (totaling 9 units) across the pathways. Select courses require school approval before student registration.

Each 3-unit course will include 37.5 hours of core instructional time. Additional homework, research, and study time are required. You can expect to spend 15-20 hours per week on each course in order to be successful.

## Program Requirements

**Requisites**

### M.S. in Information Technology Leadership

The MS in Information Technology Leadership program requires 30 units for graduation. Students are required to complete 21 units of the prescribed Information Technology Leadership curriculum and 9 units of elective coursework.

**Major Requirements**

Students must complete 21 units of the major requirements.

| | | |
|---|---|---|
| ITL 501 | Fundamentals for IT Leadership | 3 |
| ITL 502 | Project, Vendor, and Construction Management | 3 |
| ITL 525 | Server Operations | 3 |
| ITL 530 | DevOps | 3 |
| ITL 540 | IT Service Management | 3 |
| ITL 590 | The IT Profession | 3 |
| ITL 595 | Capstone | 3 |
| | **Total Units** | 21 |

**Elective Courses**

Students must complete 9 units of any of the following elective courses - either from the prescribed Information Technology Leadership curriculum or from an optional pathway in Data Science, Artificial Intelligence, or Cybersecurity. Select courses require school and department approval before registration.

| | | |
|---|---|---|
| ITL 520 | Data and Voice Networking | 3 |
| ITL 535 | Cybersecurity | 3 |
| ITL 545 | Enterprise Applications, Data Management, and Reporting | 3 |
| AAI 500* | Probability and Statistics for Artificial Intelligence | 3 |
| AAI 501* | Introduction to Artificial Intelligence | 3 |
| ADS 500A* | Probability and Statistics for Data Science | 3 |
| ADS 500B* | Data Science Programming | 3 |
| ADS 501* | Foundations of Data Science and Data Ethics | 3 |
| CYBR 505 | Cybersecurity Computational Tools | 6 |
| CYBR 501* | Introduction to Cybersecurity Concepts and Tools | 3 |
| CSOL 530 | Governance and Risk in Cyber Security | 3 |
| CSOL 540 | Cybersecurity Law and Policy | 3 |

***Prerequisite Elective Information**

In order to register for AAI 500, AAI 501, ADS 500A, and ADS 500B, students must submit a pre-assessment and receive approval from the Academic Director. Successful completion of AAI 500 is required before enrolling in AAI 501. Successful

completion of ADS 500A is required before enrolling in ADS 500B. Successful completion of both ADS 500A and ADS 500B is required before enrolling in ADS 501. Successful completion of CYBR 505 is required before enrolling in CYBR 501.

**Learning Outcomes**

1. Demonstrate mastery over the fundamental building blocks of information technology solutions: data and voice networking, security, data management and reporting, enterprise applications, and server operations.
2. Evaluate proposed and implemented information technology solutions from diverse points of view within a variety of frameworks including cultural, social, political, linguistic and generational as well as technological contexts.
3. Critically analyze existing information technology systems as well as IT solutions proposed by clients, internal customers, or vendors, assessing requirements and resources (human, financial, and technical).
4. Lead and implement information technology solutions responsive to organizational requirements, aligned with resource constraints and strategic goals.
5. Communicate effectively with stakeholders in order to accurately characterize problems to be solved within the context of strategic goals and available resources.
6. Evaluate the ethical implications of proposed and implemented information technology solutions in their own organization or in that of a customer.

## MS Nonprofit Leadership and Management

### Program Overview

**Program Title**
Nonprofit Leadership & Mgmt

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**

### Program Description

This 30-unit degree presents an integrated course of study combining leadership theory and practice with proven management models, strategies, and tools designed to produce thoughtful and effective nonprofit leaders. The program is designed for individuals who want to be part of an intentional learning community of practitioners and scholars in the nonprofit field. Students learn new ways of conceptualizing their work through their studies with noted faculty from the School of Leadership and Education Sciences as well as from prominent nonprofit practitioners who teach in the program.

In select classes, candidates will be expected to apply course learning to develop projects like organizational assessments, creation of fundraising plans, and financial dashboards. As a result, candidates will emerge prepared to work in nonprofits and foundations as well as in the corporate social responsibility and community relations departments of private and public agencies. Graduates of this program will be equipped to lead nonprofits and foundations with an eye toward DEI and social justice and the skills to make an impact that reaches far beyond their classroom walls. The nonprofit sector is the third largest employer in the US and graduates of this program are in high demand among employers, with students finding fulfilling work both domestically and in international sectors.

### Program Requirements

**Requisites**

### Program Requirements

| | | |
|---|---|---|
| LEAD 502A | Leading in The Nonprofit Sector | 3 |
| LEAD 502B | Applied Research Methods for Leaders and Managers | 3 |
| LEAD 505 | Developing Human Capital | 3 |
| LEAD 512 | Policy Advocacy Leadership | 3 |
| LEAD 516 | Governance and Strategy | 3 |
| LEAD 521 | Leading Change in Complex Ecosystems | 3 |
| LEAD 528 | Nonprofit Financial Leadership | 3 |
| LEAD 529 | Designing and Evaluating High Impact Programs | 3 |
| LEAD 530 | Resource Development and Philanthropy | 3 |
| LEAD 531 | Capstone | 3 |
| **Total Units** | | **30** |

### International Requirement

At SOLES, all masters and doctoral students participate in an international experience designed to support the growth of cultural competency. Our goal is to inform best practices in working with culturally diverse populations locally, nationally and globally. International experiences are approved by each student's faculty advisor and can be credit based or non-credit based activities.

### Exit Requirement

The terminal project for this degree is a final applied project for a nonprofit and a leadership reflection paper and presentation, all of which will be embedded in LEAD 531 - Capstone.

**Learning Outcomes**
Graduates of this program will:

1. Demonstrate mastery in concepts and theories related to leading and managing nonprofits.
2. Illustrate a meaningful transfer of knowledge from academic studies to professional practice.
3. Apply critical thinking and a synthesis of information from multiple theories, fields, and/or constituencies to draw conclusions and make recommendations.
4. Reflect personal/professional growth and leadership capacity through experiential learning.
5. Demonstrate leadership on issues of diversity, inclusion, and multiculturalism through the development of a global mindset.

## MSN Dual Adult-Gerontology/Family Nurse Practitioner

### Program Overview

**Program Title**
Master of Science in Nursing, Dual Adult-Gerontology/Family Nurse Practitioner

**Program Type**
Major

**College/School**
Hahn School of Nursing

**Program Level**
Graduate

**Degree Designation**
Master of Science in Nursing

**Catalog Full Description**
The Master of Science in Nursing (MSN) program is built upon the baccalaureate degree with an upper-division focus in nursing. The program emphasizes research, theory, and practice. The dual- track Adult Gerontology and Family Nurse

Practitioner program prepares nurses for an Advanced Practice Registered Nurse (APRN) role in primary healthcare. As an APRN, nurse practitioners assess patients, order and interpret diagnostic tests, formulate diagnoses, and initiate and manage treatment plans including prescribing medications. APRNs provide skilled clinical services and bring a comprehensive perspective to healthcare. This includes health promotion, disease prevention, and health education while guiding patients to make informed health and lifestyle choices. The FNP track prepares graduates with the knowledge and skills necessary to manage acute and chronic health care needs of individuals at all ages. The AGNP track focuses on provision of both acute and chronic primary care health care needs for adolescents 13 years of age and older, and adults of all ages with special emphasis on managing the care of the aging adult.

## Program Requirements

**Requisites**

| | | |
|---|---|---|
| **MSN Core** | | **12** |
| MSNC 611 | Foundations of Evidence-Based Practice in Nursing | 3 |
| MSNC 612 | Population Health | 3 |
| MSNC 640 | Healthcare Information and Communication Management | 3 |
| DNPC 661 | Leadership, Advocacy, and Quality Improvement I | 1 |
| DNPC 662 | Leadership, Advocacy, and Quality Improvement II | 2 |
| **APRN Core** | | **10** |
| APNC 620 | Advanced Pathophysiology | 3 |
| APNC 621 | Advanced Health Assessment | 4 |
| APNC 623 | Pharmacology in Health Management | 3 |
| **FNP Component** | | **28** |
| NPTC 630 | Role of the Nurse Practitioner | 1 |
| NPTC 631 | Primary Care I: Health Promotion and Disease Prevention Across the Lifespan | 3 |
| NPTC 631P | Primary Care I Practicum: Health Promotion and Disease Prevention Across the Lifespan | 3 |
| NPTC 632 | Primary Care II: Common Acute Conditions Across the Lifespan | 4 |
| NPTC 632P | Primary Care II Practicum: Common Acute Conditions Across the Lifespan | 3 |
| NPTC 633 | Primary Care III: Common Chronic Conditions Across the Lifespan | 4 |
| NPTC 633P | Primary Care III Practicum: Common Chronic Conditions Across the Lifespan | 3 |
| NPTC 634 | Primary Care IV: Complex Acute and Chronic Conditions Across the Lifespan | 4 |
| NPTC 634P | Primary Care IV Practicum : Complex Acute and Chronic Conditions Across the Lifespan | 3 |
| **AGNP Component** | | **8** |
| NPTC 635 | Primary Adult/Gerontology Health Care | 3 |
| NPTC 635P | Primary Adult/Gerontology Health Care Practicum | 5 |
| **TOTAL** | | **58** |

**Learning Outcomes**

For the **Master of Science in Nursing** program, the following learning outcomes must be achieved.

1. Apply knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.
2. Deliver person-centered care to individuals and significant others based on scientific knowledge to promote positive outcomes and health care equity.
3. Promote population health that spans the healthcare continuum.
4. Engage in scholarship for the nursing discipline to improve health outcomes and transform health care.
5. Provide safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
6. Engage in interprofessional partnerships through intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Coordinate resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Use informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.
9. Cultivate a sustainable, ethical, professional identity that reflects nursing's attributes and values and self-awareness of implicit bias.
10. Foster participation in activities and self-reflection to nurture personal, professional, and leadership development.

# MSN Adult Gerontology Clinical Nurse Specialist

## Program Overview

**Program Title**
MSN Adult Gerontology Clinical Nurse Specialist

**Program Type**
Major

**College/School**
Hahn School of Nursing

**Program Level**
Graduate

**Degree Designation**
Master of Science in Nursing

**Catalog Full Description**
The Adult-Gerontology Health Clinical Nurse Specialist (CNS) program at the University of San Diego prepares nurses for an advanced practice registered nurse (APRN) role as an expert in the care of adults. Clinical nurse specialists are one of the four types of advanced practice registered nurses. They have either a Post-Graduate Certificate, Master's or Doctorate in nursing and are trained in advanced physiology, pharmacology, and physical assessment, in addition to their area of specialty. Adult–Gerontology Clinical Nurse Specialists are expert clinicians with advanced education in a specialized area of nursing practice (including nut not limited to women's health (perinatal), critical care, oncology, emergency/ trauma, and ambulatory care) who work in a wide variety of health care settings, such as a hospital, private practice, or a clinic. Clinical nurse specialists provide diagnosis, treatment, and ongoing management of patients who are acutely or chronically ill.They also provide expertise and support to nurses caring for patients at the bedside, help drive practice changes throughout the organization, and ensure the use of best practices and evidence-based care to achieve the best possible patient outcomes. CNSs have the skills and expertise to identify gaps in health care delivery and to help design, implement, assess and evaluate health care interventions to improve health care delivery and outcomes.

Graduates are eligible for certification as Clinical Nurse Specialists in the State of California and for national certification as Adult Health/ Adult-Gerontology Clinical Nurse Specialists by the American Nurses Credentialing Center and the American Association of Critical Care Nurses (AACN).

## Program Requirements

**Requisites**

| | | |
|---|---|---|
| **MSN Core** | | **9** |
| MSNC 611 | Foundations of Evidence Based Practice | 3 |
| MSNC 612 | Population Health | 3 |
| MSNC 640 | Introduction to Health Care Information Management | 3 |
| **AGCNS Component** | | **36** |
| APNC 620 | Advanced Pathophysiology | 3 |
| ACNS 621 | Advanced Physical Assessment | 4 |
| ACNS 624 | Advanced Pharmacology | 3 |
| ACNS 619 | CNS Specialty Role and Practice Foundations | 3 |
| ACNS 632 | Adult-Gerontology I: CNS Practice in the Patient Sphere | 3 |
| ACNS 632P | Adult-Gerontology I: CNS Practice in the Patient Sphere Practicum | 3 |
| ACNS 634 | Adult-Gerontology II: CNS Practice in the Nurse Sphere | 3 |
| ACNS 634P | Adult-Gerontology II: CNS Practice in the Nurse Sphere Practicum | 2 |
| ACNS 636 | Adult Gerontology III: CNS Practice in the Organizational/ Systems Sphere | 3 |
| ACNS 636P | Adult Gerontology III: CNS Practice in the Organizational/ Systems Sphere Practicum | 3 |
| ACNS 638 | Adult Gerontology IV: Advanced CNS Practice | 3 |
| ACNS 638P | Adult Gerontology IV: Advanced CNS Practice Practicum | 3 |
| **Total Units** | | **45** |

**Learning Outcomes**

For the **Master of Science in Nursing** program, the following learning outcomes must be achieved.

1. Apply knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.
2. Deliver person-centered care to individuals and significant others based on scientific knowledge to promote positive outcomes and health care equity.
3. Promote population health that spans the healthcare continuum.
4. Engage in scholarship for the nursing discipline to improve health outcomes and transform health care.
5. Provide safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
6. Engage in interprofessional partnerships through Intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Coordinate resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Use informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.
9. Cultivate a sustainable, ethical, professional identity that reflects nursing's attributes and values and self-awareness of implicit bias.
10. Foster participation in activities and self-reflection to nurture personal, professional, and leadership development.

# MSN Family Nurse Practitioner

## Program Overview

**Program Title**
Master of Science in Nursing, Family Nurse Practitioner

**Program Type**
Major

**College/School**
Hahn School of Nursing

**Program Level**
Graduate

**Degree Designation**
Master of Science in Nursing

**Catalog Full Description**
The Master of Science in Nursing (MSN) program is built upon the baccalaureate degree with an upper-division focus in nursing. The program emphasizes research, theory, and practice. The Family Nurse Practitioner track prepares nurses for an Advanced Practice Registered Nurse (APRN) role in primary healthcare. As an APRN, nurse practitioners assess patients, order and interpret diagnostic tests, make diagnoses, and initiate and manage treatment plans including prescribing medications. Along with providing skilled clinical services, nurse practitioners bring a comprehensive perspective to healthcare including health promotion, disease prevention, and health education while guiding patients to making smarter health and lifestyle choices. The FNP track prepares graduates with the knowledge and skills necessary to manage acute and chronic health care needs of individuals at all ages.

## Program Requirements

**Requisites**

| | | |
|---|---|---|
| **MSN Core** | | **12** |
| MSNC 611 | Foundations of Evidence-Based Practice in Nursing | 3 |
| MSNC 612 | Population Health | 3 |
| MSNC 640 | Healthcare Information and Communication Management | 3 |
| DNPC 661 | Leadership, Advocacy, and Quality Improvement I | 1 |
| DNPC 662 | Leadership, Advocacy, and Quality Improvement II | 2 |
| **APRN Core** | | **10** |
| APNC 620 | Advanced Pathophysiology | 3 |
| APNC 621 | Advanced Health Assessment | 4 |
| APNC 623 | Pharmacology in Health Management | 3 |
| **FNP Component** | | **32** |
| NPTC 630 | Role of the Nurse Practitioner | 1 |
| NPTC 631 | Primary Care I: Health Promotion and Disease Prevention Across the Lifespan | 3 |
| NPTC 631P | Primary Care I Practicum: Health Promotion and Disease Prevention Across the Lifespan | 4 |
| NPTC 632 | Primary Care II: Common Acute Conditions Across the Lifespan | 4 |
| NPTC 632P | Primary Care II Practicum: Common Acute Conditions Across the Lifespan | 4 |
| NPTC 633 | Primary Care III: Common Chronic Conditions Across the Lifespan | 4 |
| NPTC 633P | Primary Care III Practicum: Common Chronic Conditions Across the Lifespan | 4 |
| NPTC 634 | Primary Care IV: Complex Acute and Chronic Conditions Across the Lifespan | 4 |
| NPTC 634P | Primary Care IV Practicum : Complex Acute and Chronic Conditions Across the Lifespan | 4 |
| **TOTAL** | | **54** |

**Learning Outcomes**

For the **Master of Science in Nursing** program, the following learning outcomes must be achieved.

1. Apply knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.
2. Deliver person-centered care to individuals and significant others based on scientific knowledge to promote positive outcomes and health care equity.
3. Promote population health that spans the healthcare continuum.
4. Engage in scholarship for the nursing discipline to improve health outcomes and transform health care.
5. Provide safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
6. Engage in interprofessional partnerships through intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Coordinate resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Use informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.
9. Cultivate a sustainable, ethical, professional identity that reflects nursing's attributes and values and self-awareness of implicit bias.
10. Foster participation in activities and self-reflection to nurture personal, professional, and leadership development.

# MSN Master's Entry Program for Non-Nurses

## Program Overview

**Program Title**
Master of Science in Nursing, Master's Entry Program for Non-Nurses

**Program Type**
Major

**College/School**
Hahn School of Nursing

**Program Level**
Graduate

**Degree Designation**
Master of Science in Nursing

**Catalog Full Description**
The Master's Entry Program in Nursing (MEPN) is intended for individuals with a baccalaureate degree or higher in another discipline. The program is designed for the person seeking a new career in nursing. Students enroll bi-annually in this four-term (16 month) program. The rigorous curriculum provides students with a general foundation in nursing and the skills necessary to serve in leadership positions. Upon successful completion of the program, students receive a Master of Science in Nursing (MSN) and are prepared for the role as a clinical nurse. Graduates are eligible to take the National Council Licensure Examination (NCLEX) for registered nursing (RN) licensure. Requirements for the California Public Health Nurse Certificate (PHN) are embedded into the curriculum. Clinical teaching sites with various healthcare organizations and community partners are located throughout Southern California.

## Program Requirements

**Requisites**

| | | |
|---|---|---|
| MEPN 507 | Introduction to Health Systems | 2 |
| MEPN 508 | Quality and Safety Concepts for Nursing | 2 |
| MEPN 509 | Clinical Nursing Leadership Theory | 3 |
| MEPN 510P | Clinical Nursing Leadership Practicum | 2 |
| MEPN 511 | Evidenced Based Practice in Nursing | 2 |
| MEPN 533 | The Role of the Professional Nurse | 2 |
| MEPN 535 | Pharmacology for Nursing Practice | 3 |
| MEPN 540 | Health Information and Communication Technology Management | 3 |
| MEPN 547 | Population Health | 3 |
| MEPN 547P | Population Health Practicum | 2 |
| MEPN 555 | Fundamental Concepts of Medical-Surgical Nursing | 3 |
| MEPN 555P | Fundamental Concepts of Medical-Surgical Nursing Practicum | 5 |
| MEPN 556 | Complex Concepts of Medical-Surgical Nursing | 3 |
| MEPN 556P | Complex Concepts of Medical-Surgical Nursing Practicum | 3 |
| MEPN 557 | Psychiatric-Mental Health Nursing | 2 |
| MEPN 557P | Psychiatric-Mental Health Nursing Practicum | 2 |
| MEPN 558 | Nursing Practice of Childbearing Family and Newborn | 2 |
| MEPN 558P | Nursing Practice of Childbearing Family and Newborn Practicum | 1 |
| MEPN 559 | Nursing Care of Children and Families | 2 |
| MEPN 559P | Nursing Care of Children and Families Practicum | 1 |
| MEPN 560 | Transition to Professional Nursing Practice | 3 |
| MEPN 560P | Transition to Professional Nursing Practice Practicum | 4 |
| Elective | | 3 |
| **Total Units** | | **58** |

**Learning Outcomes**

For the **Master of Science in Nursing** program, the following learning outcomes must be achieved.

1. Apply knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.
2. Deliver person-centered care to individuals and significant others based on scientific knowledge to promote positive outcomes and health care equity.
3. Promote population health that spans the healthcare continuum.
4. Engage in scholarship for the nursing discipline to improve health outcomes and transform health care.
5. Provide safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
6. Engage in interprofessional partnerships through intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Coordinate resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Use informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.
9. Cultivate a sustainable, ethical, professional identity that reflects nursing's attributes and values and self-awareness of implicit bias.
10. Foster participation in activities and self-reflection to nurture personal, professional, and leadership development.

# MSN Nursing Leadership and Nursing Informatics

## Program Overview

**Program Title**
MSN Nursing Leadership and Nursing Informatics

**Program Type**
Concentration/Emphasis/Track/

**College/School**
Hahn School of Nursing

**Program Level**
Graduate

**Degree Designation**
Master of Science in Nursing

**Catalog Full Description**
The Master of Science in Nursing (MSN) program in Nursing Leadership and Nursing Informatics track is designed to equip experienced nurses with the knowledge and skills necessary to lead and innovate in healthcare settings by leveraging technology and data-driven approaches. This program offers a comprehensive curriculum that integrates advanced nursing leadership principles, informatics theory, and practical experiences in healthcare informatics. Upon successfully completing the program, participants will be eligible for national certification, affirming their proficiency and expertise in the respective field.

## Program Requirements

**Requisites**

## Program Requirements

| | | |
|---|---|---|
| MSNC 610 | Advanced Nursing Practice: Foundations and Specialty Roles | 3 |
| MSNC 611 | Foundations of Evidence-Based Practice in Nursing | 3 |
| MSNC 612 | Population Health | 3 |
| MSNC 612P | Population Health Practicum | 2 |
| MSNC 613 | Transformational Leadership | 3 |
| MSNC 615 | Advanced Pathophysiology, Physical Assessment, and Pharmacology in Patients and Populations | 4 |
| MSNC 615P | Advanced Nurse Clinician Practicum | 2 |
| MSNC 640 | Health Care Information and Communication Management | 3 |

**Learning Outcomes**

1. Apply knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.
2. Deliver person-centered care to individuals and significant others based on scientific knowledge to promote positive outcomes and health care equity.
3. Promote population health that spans the healthcare continuum.
4. Engage in scholarship for the nursing discipline to improve health outcomes and transform health care.
5. Provide safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
6. Engage in interprofessional partnerships through Intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.

7. Coordinate resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Use informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.
9. Cultivate a sustainable, ethical, professional identity that reflects nursing's attributes and values and self-awareness of implicit bias.
10. Foster participation in activities and self-reflection to nurture personal, professional, and leadership development.

# MSN Nursing Leadership and Nursing Education

## Program Overview

**Program Title**
MSN Nursing Leadership and Nursing Education

**Program Type**
Concentration/Emphasis/Track/

**College/School**
Hahn School of Nursing

**Program Level**
Graduate

**Degree Designation**
Master of Science in Nursing

**Catalog Full Description**
The Master of Science in Nursing (MSN) program in Nursing Leadership and Nursing Education is designed to prepare experienced nurses to assume leadership roles in healthcare settings and to excel as educators in academic and clinical environments. The program offers a comprehensive curriculum that integrates advanced nursing knowledge, leadership principles, educational theory, and practical teaching experiences. Graduates emerge equipped with the skills and expertise needed to excel in their chosen field and make meaningful contributions to improving patient care and healthcare delivery. Upon successfully completing the program, participants will be eligible for national certification, affirming their proficiency and expertise in the respective field.

## Program Requirements

**Requisites**

## Program Requirements

| | | |
|---|---|---|
| MSNC 610 | Advanced Nursing Practice: Foundations and Specialty Roles | 3 |
| MSNC 611 | Foundations of Evidence-Based Practice in Nursing | 3 |
| MSNC 612 | Population Health | 3 |
| MSNC 612P | Population Health Practicum | 2 |
| MSNC 613 | Transformational Leadership | 3 |
| MSNC 615 | Advanced Pathophysiology, Physical Assessment, and Pharmacology in Patients and Populations | 4 |
| MSNC 615P | Advanced Nurse Clinician Practicum | 2 |
| MSNC 640 | Health Care Information and Communication Management | 3 |
| MSNC 655 | Systems-Based Practice | 3 |
| MSNC 655P | Systems-Based Practice Practicum | 3 |
| MSNC 656 | Management of Quality and Safety | 3 |
| MSNC 656P | Management of Quality and Safety Practicum | 2 |
| MSNE 632 | Theory of Nursing Education | 3 |
| MSNE 633 | Curriculum Development | 3 |
| MSNE 634 | Assessment and Evaluation Strategies for Nursing Education | 3 |
| MSNE 635P | Nurse Educator Practicum | 2 |
| **TOTAL** | | **45** |

**Learning Outcomes**

1. Apply knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.
2. Deliver person-centered care to individuals and significant others based on scientific knowledge to promote positive outcomes and health care equity.
3. Promote population health that spans the healthcare continuum.
4. Engage in scholarship for the nursing discipline to improve health outcomes and transform health care.
5. Provide safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
6. Engage in interprofessional partnerships through Intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Coordinate resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Use informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.

9. Cultivate a sustainable, ethical, professional identity that reflects nursing's attributes and values and self-awareness of implicit bias.
10. Foster participation in activities and self-reflection to nurture personal, professional, and leadership development.

# MSN Nursing Leadership

## Program Overview

**Program Title**
Master of Science in Nursing, Nursing Leadership

**Program Type**
Concentration

**College/School**
Hahn School of Nursing

**Program Level**
Graduate

**Degree Designation**
Master of Science in Nursing

**Catalog Full Description**
The Master of Science in Nursing (MSN) program in Nursing Leadership and Nursing Administration is designed to prepare experienced nurses for leadership roles in healthcare settings. The program offers a comprehensive curriculum integrating advanced nursing knowledge, leadership principles, and practical experiences. Graduates emerge equipped with the skills and expertise needed to excel in their chosen field and make meaningful contributions to improving patient care and healthcare delivery. The program is tailored to empower experienced nurses with the expertise needed to excel in leadership and administrative roles within healthcare organizations. Upon successfully completing the program, participants will be eligible for national certification, affirming their proficiency and expertise in the respective field.

## Program Requirements

**Requisites**

| | | | | |
|---|---|---|---|---|
| MSNC 610 | Advanced Nursing Practice: Foundations and Specialty Roles | | | 3 |
| MSNC 611 | Foundations of Evidence-Based Practice in Nursing | | | 3 |
| MSNC 612 | Population Health | | | 3 |
| MSNC 612P | Population Health Practicum | | | 2 |
| MSNC 613 | Transformational Leadership | | | 3 |
| MSNC 615 | Advanced Pathophysiology, Physical Assessment, and Pharmacology in Patients and Populations | | | 4 |
| MSNC 615P | Advanced Nurse Clinician Practicum | | | 2 |
| MSNC 640 | Health Care Information and Communication Management | | | 3 |
| MSNC 655 | Systems-Based Practice | | | 3 |
| MSNC 655P | Systems-Based Practice Practicum | | | 4 |
| MSNC 656 | Management of Quality and Safety | | | 3 |
| MSNC 656P | Management of Quality and Safety Practicum | | | 3 |
| TOTAL | **TOTAL** | | | **36** |

**Learning Outcomes**

1. Apply knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.
2. Deliver person-centered care to individuals and significant others based on scientific knowledge to promote positive outcomes and health care equity.
3. Promote population health that spans the healthcare continuum.
4. Engage in scholarship for the nursing discipline to improve health outcomes and transform health care.
5. Provide safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
6. Engage in interprofessional partnerships through Intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Coordinate resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Use informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.
9. Cultivate a sustainable, ethical, professional identity that reflects nursing's attributes and values and self-awareness of implicit bias.
10. Foster participation in activities and self-reflection to nurture personal, professional, and leadership development.

## Concentrations

| | | |
|---|---|---|
| | | |

# MSN Dual Pediatric/Family Nurse Practitioner

## Program Overview

**Program Title**
Master of Science in Nursing, Dual Pediatric/Family Nurse Practitioner

**Program Type**
Major

**College/School**
Hahn School of Nursing

**Program Level**
Graduate

**Degree Designation**
Master of Science in Nursing

**Catalog Full Description**
The Master of Science in Nursing (MSN) program is built upon the baccalaureate degree with an upper-division focus in nursing. The program emphasizes research, theory, and practice. The dual- track Pediatric and Family Nurse Practitioner program prepares nurses for an Advanced Practice Registered Nurse (APRN) role in primary healthcare. As an APRN, nurse practitioners assess patients, order and interpret diagnostic tests, formulate diagnoses, and initiate and manage treatment plans including prescribing medications. APRNs provide skilled clinical services and bring a comprehensive perspective to healthcare. This includes health promotion, disease prevention, and health education while guiding patients to make informed health and lifestyle choices. The FNP track prepares graduates with the knowledge and skills necessary to manage acute and chronic health care needs of individuals at all ages. The *PNP track* provides nurses with the advanced knowledge and skills necessary to provide **primary pediatric care** to infants, children, and adolescents as well as individuals and families across the lifespan. Students are prepared to assume leadership in the health supervision of children and their families to promote their growth, development, and well-being as well as providing quality health promotion, disease prevention, maintenance, restoration, and rehabilitation services to both culturally and medically under-served individuals and families across the lifespan. Students gain skills in advanced health assessment, clinical decision-making, and case management necessary to practice in public and private clinics, community health centers, retail health care, schools and student health centers. Students also gain expertise in the management of common pediatric and adult health problems including both acute and chronic conditions.

Graduates are eligible to sit for certification as a:

- Pediatric Nurse Practitioner Primary Care (CPNP) through the Pediatric Nursing Certification Board (PNCB).
- Family Nurse Practitioner, Board Certified (FNP-BC) through the American Nurses Credentialing Center (ANCC), or
- Family Nurse Practitioner, Certified (FNP-C) through the American Academy of Nurse Practitioners Certification Board (AANPCB)

## Program Requirements

**Requisites**

| | | |
|---|---|---|
| **MSN Component** | | 12 |
| MSNC 611 | Foundations of Evidence-Based Practice in Nursing | 3 |
| MSNC 612 | Population Health | 3 |
| MSNC 640 | Healthcare Information and Communication Management | 3 |
| DNPC 661 | Leadership, Advocacy, and Quality Improvement I | 1 |
| DNPC 662 | Leadership, Advocacy, and Quality Improvement II | 2 |
| **APRN Core** | | **10** |
| APNC 620 | Advanced Pathophysiology | 3 |
| APNC 621 | Advanced Health Assessment | 4 |
| APNC 623 | Pharmacology in Health Management | 3 |
| **FNP Component** | | **29** |
| NPTC 630 | Role of the Nurse Practitioner | 1 |
| NPTC 631 | Primary Care I: Health Promotion and Disease Prevention Across the Lifespan | 3 |
| NPTC 631P | Primary Care I Practicum: Health Promotion and Disease Prevention Across the Lifespan | 3 |
| NPTC 632 | Primary Care II: Common Acute Conditions Across the Lifespan | 4 |
| NPTC 632P | Primary Care II Practicum: Common Acute Conditions Across the Lifespan | 3 |
| NPTC 633 | Primary Care III: Common Chronic Conditions Across the Lifespan | 4 |
| NPTC 633P | Primary Care III Practicum: Common Chronic Conditions Across the Lifespan | 3 |
| NPTC 634 | Primary Care IV: Complex Acute and Chronic Conditions Across the Lifespan | 4 |
| NPTC 634P | Primary Care IV Practicum : Complex Acute and Chronic Conditions Across the Lifespan | 4 |
| **PNP Core** | | 8 |
| NPTC 636 | Pediatric Primary Care I: Developmental and Behavioral Pediatrics | 2 |
| NPTC 636P | Pediatric Primary Care I Practicum : Developmental and Behavioral Pediatrics | 2 |
| NPTC 637 | Pediatric Primary Care II: Complex and Chronic Conditions | 2 |
| NPTC 637P | Pediatric Primary Care II Practicum: Complex and Chronic Conditions | 2 |
| **TOTAL** | | 59 |

**Learning Outcomes**

For the **Master of Science in Nursing** program, the following learning outcomes must be achieved.

1. Apply knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.
2. Deliver person-centered care to individuals and significant others based on scientific knowledge to promote positive outcomes and health care equity.
3. Promote population health that spans the healthcare continuum.
4. Engage in scholarship for the nursing discipline to improve health outcomes and transform health care.
5. Provide safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
6. Engage in interprofessional partnerships through intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Coordinate resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Use informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.
9. Cultivate a sustainable, ethical, professional identity that reflects nursing's attributes and values and self-awareness of implicit bias.
10. Foster participation in activities and self-reflection to nurture personal, professional, and leadership development.

# MSN Psychiatric Mental Health Nurse Practitioner

## Program Overview

**Program Title**
Master of Science in Nursing, Psychiatric Mental Health Nurse Practitioner

**Program Type**
Major

**College/School**
Hahn School of Nursing

**Program Level**
Graduate

**Degree Designation**
Master of Science in Nursing

**Catalog Full Description**
The Master of Science in Nursing (MSN) program is built upon the baccalaureate degree with an upper-division focus in nursing. The program emphasizes research, theory, and practice. The Psychiatric-Mental Health Nurse Practitioner (PMHNP) track provides a foundation in the theoretical underpinnings of advanced nursing practice with pediatrics, adolescents, adults, older adults, and their families with psychiatric mental health conditions. The program builds on an advanced practice nursing core curriculum of pathophysiology, physical assessment and diagnosis, and pharmacology, with additional coursework in psychopharmacology and common psychotherapeutic modalities.

Graduates are eligible for certification as Nurse Practitioners in the state of California and national certification by ANCC as Psychiatric Mental-Health Nurse Practitioners (PMHNPs).

## Program Requirements

**Requisites**

| | | |
|---|---|---|
| **MSN Core** | | **12** |
| MSNC 611 | Foundations of Evidence-Based Practice in Nursing | 3 |
| MSNC 612 | Population Health | 3 |
| MSNC 640 | Healthcare Information and Communication Management | 3 |
| DNPC 661 | Leadership, Advocacy, and Quality Improvement I | 1 |
| DNPC 662 | Leadership, Advocacy, and Quality Improvement II | 2 |
| **APRN Core** | | **10** |
| APNC 620 | Advanced Pathophysiology | 3 |
| APNC 621 | Advanced Health Assessment | 4 |
| APNC 623 | Pharmacology in Health Management | 3 |
| **PMHNP Component** | | **32** |
| NPTC 630 | Role of the Nurse Practitioner | 1 |
| NPTC 640 | Psychiatric Assessment for the Advanced Practice Nurse | 3 |
| NPTC 641 | Psychopharmacology and Clinical Management of Psychiatric Disorders | 4 |
| NPTC 641P | Psychopharmacology and Clinical Management of Psychiatric Disorders Practicum | 3 |
| NPTC 642 | Diagnostics and Management of Mental Health Conditions Across the Lifespan I | 3 |
| NPTC 642P | Diagnostics and Management of Mental Health Conditions Across the Lifespan I Practicum | 4 |
| NPTC 643 | Diagnostics and Management of Mental Health Conditions Across the Lifespan II | 3 |
| NPTC 643P | Diagnostics and Management of Mental Health Conditions Across the Lifespan II Practicum | 5 |
| NPTC 644 | Diagnostics and Management of Mental Health Conditions Across the Lifespan III | 2 |
| NPTC 644P | Diagnostics and Management of Mental Health Conditions Across the Lifespan III Practicum | 4 |
| **Total** | | **54** |

**Learning Outcomes**

For the **Master of Science in Nursing** program, the following learning outcomes must be achieved.

1. Apply knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.
2. Deliver person-centered care to individuals and significant others based on scientific knowledge to promote positive outcomes and health care equity.
3. Promote population health that spans the healthcare continuum.
4. Engage in scholarship for the nursing discipline to improve health outcomes and transform health care.
5. Provide safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
6. Engage in interprofessional partnerships through intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Coordinate resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Use informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.
9. Cultivate a sustainable, ethical, professional identity that reflects nursing's attributes and values and self-awareness of implicit bias.
10. Foster participation in activities and self-reflection to nurture personal, professional, and leadership development.

# MS Health Care Informatics Onground (for Non-Nurses)

## Program Overview

**Program Title**
Health Care Informatics

**Program Type**
Major

**College/School**
Hahn School of Nursing

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**

## Health Care Informatics

As our health care system increases its integration of Information Technology (IT), the use of IT enhances data security and improves efficiency through data management, data storage, machine learning and multiple other technology based applications.  Health Care Informatics helps health care systems conceptualize, develop, apply and evaluate the use of IT across the health care spectrum.

As an informatics professional, you can become an architect of the very future of the industry. In simplified terms, healthcare informatics brings health IT and knowledge management into day-to-day patient care. Through automation and interoperability, patient information is able to be organized and electronically shared across the healthcare continuum. The end goal is to improve medical care by increasing speed and accuracy, reduce medical errors, and decrease the administrative burden associated with health care delivery, billing, and reimbursement.

Recent changes in the healthcare industry call for clinicians, administrators, and executive leaders who can mobilize innovative technologies. However, there is a critical shortage of qualified professionals capable of applying these technologies and communicating effectively with both healthcare providers and information technology (IT) professionals.

Graduates are prepared for certification through the Healthcare Information and Management Systems Society (HIMSS).

## Program Requirements

**Requisites**

# Master of Science in Health Care Informatics

## Requirements

### A. Health Care Informatics Track

| | | |
|---|---|---|
| HCIN 540 | Introduction to Health Care Information Management | 3 |
| HCIN 542 | Systems Analysis and Design for Health Care Informatics | 3 |
| HCIN 543 | Database Design and Knowledge Management | 3 |
| HCIN 544 | Advanced Health Care Information Management | 3 |
| HCIN 546 | M.S. Health Care Informatics Capstone | 3 |
| HCIN 547 | Health Care Analytics | 3 |
| HCIN 552 | Clinical Documentation: Electronic Medical Record Systems | 3 |
| HCIN 556 | Health Care Leadership, Values, and Social Justice | 3 |
| HCIN 615 | Research Fundamentals and Biostatistics | 3 |
| HCIN 630 | Health Care Law and Risk Management | 3 |
| **Total Units** | | 30 |

### B. Health Care Analytics Track

| | | |
|---|---|---|
| HCIN 540 | Introduction to Health Care Information Management | 3 |
| HCIN 542 | Systems Analysis and Design for Health Care Informatics | 3 |
| HCIN 543 | Database Design and Knowledge Management | 3 |
| HCIN 546 | M.S. Health Care Informatics Capstone | 3 |
| HCIN 547 | Health Care Analytics | 3 |
| HCIN 552 | Clinical Documentation: Electronic Medical Record Systems | 3 |
| HCIN 556 | Health Care Leadership, Values, and Social Justice | 3 |
| HCIN 600 | Population Health Analytics | 3 |
| HCIN 615 | Research Fundamentals and Biostatistics | 3 |
| HCIN 620 | Machine Learning Applications for Health Care | 3 |
| **Total Units** | | 30 |

### C. Dual Health Care Informatics and Analytics Track

| | | |
|---|---|---|
| HCIN 540 | Introduction to Health Care Information Management | 3 |
| HCIN 541 | Health Care Delivery | 3 |
| HCIN 542 | Systems Analysis and Design for Health Care Informatics | 3 |
| HCIN 543 | Database Design and Knowledge Management | 3 |
| HCIN 544 | Advanced Health Care Information Management | 3 |
| HCIN 545 | Practicum | 3 |
| HCIN 546 | M.S. Health Care Informatics Capstone | 3 |
| HCIN 547 | Health Care Analytics | 3 |
| HCIN 552 | Clinical Documentation: Electronic Medical Record Systems | 3 |
| HCIN 556 | Health Care Leadership, Values, and Social Justice | 3 |
| HCIN 600 | Population Health | 3 |
| HCIN 615 | Research Fundamentals and Biostatistics | 3 |
| HCIN 620 | Machine Learning Applications for Health Care | 3 |
| HCIN 630 | Health Care Law and Risk Management | 3 |
| **Total Units** | | 42 |

**Learning Outcomes**

1. **Health** – refers to biomedical and health sciences underlying the American Medical Informatics Association's (AMIA) five major informatics areas: translational bioinformatics, clinical research informatics, clinical informatics, consumer health informatics, and population informatics. The biomedical and health sciences aim to understand and improve health. To identify and develop solutions to bioinformatics problems, students must understand the history, goals, methods (including data and information used and produced), and current challenges of the major health sciences including human biology, genomics, clinical and translational science, healthcare delivery, personal health, and population health.
2. **Information Science and Technology** – refers to the key concepts, methods, and tools for creating, acquiring, storing, representing, accessing, merging, organizing, transferring, analyzing, reporting, and visualizing data, information, and knowledge. It also includes the methods and tools for protection of the data, information, and knowledge from unauthorized access. Included are understanding how information is used and the ability to assess the information needs of users. Familiarity is required with basic computer science terminology and concepts including terms and concepts related to information systems and computer programming, information retrieval, ontologies, business intelligence, analytics, and user interface design.
3. **Social and Behavioral Science** – refers to basic social, behavioral, psychological, and management theories, methods, and models as well as the legal and regulatory frameworks that seek to describe human actions and interactions as well as human behavior in society. It includes concepts from the fields such as sociology, economics, anthropology, political science, law, psychology, management, and cognitive sciences. It is concerned with the application of social, behavioral, psychological, and management theories, methods, and models to the design, implementation, and evaluation of health information behaviors at the levels of individual, social group, organizations, and society, which are influenced by laws and regulations. The purpose is to contribute to decreasing health damaging behaviors and improving health promoting behaviors and psychosocial well-being through health informatics perspectives.
4. **Health Information Science and Technology** – refers to the array of health information science and technology methods, tools, and standards for collecting, organizing, representing, sharing, integrating, using, governing and learning from biomedical and health data, information, and knowledge, across the entire spectrum of informatics domains. Systems design and development addresses standards, integration, interoperability, and protection of information. These

competencies also address computational thinking, which includes problem solving, systems design, and understanding human behavior, as associated with computer science.

5. **Human Factors and Socio-technical Systems** – refers to the interactions between human behaviors (physical, social, cognitive, and psychological) and information technologies. People and organizations are the ultimate users of health information and technologies. This domain draws on the social, behavioral, cognitive, economic, human factors engineering, and management and systems sciences in considering the needs, workflows, and practices of individuals and organizations in the context of information systems and technology.
6. **Social and Behavioral Aspects of Health –** refers to action(s) taken by an individual, groups of individuals, or an organization to manage the health of an individual or population. It entails social determinants and patient-generated data, analyses of problems arising from health or disease, the implications of these problems on daily activities, and the practical solutions to managing these problems. Patient behavior (that may be affected by genotypes and phenotypes), health literacy, informed decision making, patient engagement, and patient activation are examples of issues in this domain. Other common topics in this domain, depending on the program focus, may include health-behavioral paradigms such as health and healthcare self-management, substance abuse, utilization of healthcare services, characteristics of nutrition, exercise/physical activity habits, organizational network analyses, precision medicine and individualized care, etc.
7. **Social, Behavioral, and Information Science and Technology Applied to Health** – refers to the integration of social, business, human factors, behavioral, and information sciences and technology on the design, implementation, and evaluation of health informatics solutions. The application of health technologies and clinical and/or business processes can impact individual and community health outcomes at numerous levels from molecular and biological systems to healthcare and organizational protocols, to social systems and population health.
8. **Professionalism** – refers to the level of excellence or competence that is expected of a health informatics professional and includes such concepts as the maintenance and utilization of knowledge and technical skills, which may be dependent upon the application area of the training program; commitment to professional ethical principles including those in AMIA's Code of Ethics; and maintenance of the highest standards of excellence in the field including professional development. In health informatics, there is a particular emphasis on preserving the confidentiality, privacy, and security of patient and other health data and information and balancing it with appropriate stakeholder access.
9. **Interprofessional Collaborative Practice** – refers to the shared, coordinated work among peers from different professions in order to achieve a common goal or mission. The work may range from local projects to those on a national and international scale and should be performed in an ethical manner that involves honesty, integrity, trust, and respect. Part of this domain is teamwork and team science, which involves drawing on individual team members' strengths and expertise and assigning designated roles and methods to achieve the goals and mission. ICP requires effective communication skills. In summary, the domain requires mastery of values/ethics, roles/responsibilities, interprofessional communication, and team/teamwork.
10. **Leadership** – refers to the interactive process for which the output is vision, guidance, and direction. Essentials of leadership include vision, communication skills, stewardship, acting as a change agent, and the developing and renewing of followers and future leaders. Leaders must envision goals, set priorities, manage change, make decisions, communicate, serve as a symbol of one who is willing to take risks and has credible expertise, and guide others by motivating other leaders as well as those who will follow. The concept of followership refers to a role held by certain individuals in an organization, team, or group. Specifically, it is the capacity of an individual to actively follow a leader. For leaders to be successful at leadership, they must possess the following characteristics: credibility, honesty, competence, ability to inspire, and the ability to formulate and communicate a vision.

# MS Health Care Informatics Online for Non-Nurses

## Program Overview

**Program Title**
Health Care Informatics

**Program Type**
Major

**College/School**
Hahn School of Nursing

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**
As our health care system increases its integration of Information Technology (IT), the use of IT enhances data security and improves efficiency through data management, data storage, machine learning and multiple other technology based applications. Health Care Informatics helps health care systems conceptualize, develop, apply and evaluate the use of IT across the health care spectrum.

As an informatics professional, you can become an architect of the very future of the industry. In simplified terms, healthcare informatics brings health IT and knowledge management into day-to-day patient care. Through automation and interoperability, patient information is able to be organized and electronically shared across the healthcare continuum. The end goal is to improve medical care by increasing speed and accuracy, reduce medical errors, and decrease the administrative burden associated with health care delivery, billing, and reimbursement.

Recent changes in the healthcare industry call for clinicians, administrators, and executive leaders who can mobilize innovative technologies. However, there is a critical shortage of qualified professionals capable of applying these technologies and communicating effectively with both healthcare providers and information technology (IT) professionals.

Graduates are prepared for certification through the Healthcare Information and Management Systems Society (HIMSS).

## Program Requirements

**Requisites**

# Master of Science in Health Care Informatics Online

## A. Health Care Informatics Track

| | | |
|---|---|---|
| HCIN 540 | Introduction to Health Care Information Management | 3 |
| HCIN 542 | Systems Analysis and Design for Health Care Informatics | 3 |
| HCIN 543 | Database Design and Knowledge Management | 3 |
| HCIN 544 | Advanced Health Care Information Management | 3 |
| HCIN 546 | M.S. Health Care Informatics Capstone | 3 |
| HCIN 547 | Health Care Analytics | 3 |
| HCIN 552 | Clinical Documentation: Electronic Medical Record Systems | 3 |
| HCIN 556 | Health Care Leadership, Values, and Social Justice | 3 |
| HCIN 615 | Research Fundamentals and Biostatistics | 3 |
| HCIN 630 | Health Care Law and Risk Management | 3 |
| **Total Units** | | **30** |

### B. Health Care Analytics Track

| | | |
|---|---|---|
| HCIN 540 | Introduction to Health Care Information Management | 3 |
| HCIN 542 | Systems Analysis and Design for Health Care Informatics | 3 |
| HCIN 543 | Database Design and Knowledge Management | 3 |
| HCIN 546 | M.S. Health Care Informatics Capstone | 3 |
| HCIN 547 | Health Care Analytics | 3 |
| HCIN 552 | Clinical Documentation: Electronic Medical Record Systems | 3 |
| HCIN 556 | Health Care Leadership, Values, and Social Justice | 3 |
| HCIN 600 | Population Health Analytics | 3 |
| HCIN 615 | Research Fundamentals and Biostatistics | 3 |
| HCIN 620 | Machine Learning Applications for Health Care | 3 |
| **Total Units** | | **30** |

**Learning Outcomes**

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## MS Cyber Security Operations and Leadership

### Program Overview

**Program Title**
Cyber Security Ops Leadership

**Program Type**
Major

**College/School**
Professional & Continuing Educ

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**
The Master of Science in Cyber Security Operations and Leadership program (and elements of cyber security as a whole) presents the learner with tremendous ability to mitigate threats, but also with knowledge that could be utilized to cause damage to a system. Therefore, in every course, there is continuous teaching and application of generally accepted ethical conduct in the field, the University, and society. There are nuances in the cyber security domain that could be reasoned, and for this purpose, it is essential that each course provides a constant thread of ethical logic that develops student judgment, conduct, and decision-making consistent with the best practices in the field and the highest moral standing. Every course developed has this learning outcome: Gain an understanding of professional and ethical responsibility.

**MS-CSOL Program Learning Outcomes**

- Develops specialized field knowledge and integrates knowledge across content areas of cybersecurity.
- Demonstrate critical inquiry through field-based approaches and methods and through effective and ethical information search strategies.
- Applies learning across multiple contexts within the field, integrating knowledge and practice specifically relating to the areas of cybersecurity and leadership.
- Reasons ethically in evaluating general perspectives, policies, and/or practices relevant to cybersecurity as well as evaluate diverse points of view to include temporal, cultural, linguistic, sociopolitical and/or technological contexts.

**MS-CSOL Degree Program Structure**

The program of study includes the ten-course prescribed curriculum – ten 3-unit courses including a 3-unit integrative capstone course. Courses will be offered year-round with three semesters every year; spring, summer, and fall. Each semester is 14 weeks in length. You will take two courses per semester. Courses will run for seven weeks each with a one or two-week break in between semesters. You will enroll in and complete the capstone course during the last 7 weeks of your final semester. You can expect to graduate in five semesters after successfully completing all ten courses.

The program course design includes 37.5 hours of core instructional time for each three-unit course. Additional homework, research, and study time will be required. Students are advised to spend 15-18 hours per week in each course in order to be successful.

### Program Requirements

**Requisites**

### Degree Requirements

There are a total of ten courses in the Master of Science in Cyber Security Operations and Leadership program, with nine 3-unit core courses and a 3-unit project-based Capstone course.

| | | |
|---|---|---|
| CSOL 500 | Foundations of Cyber Security | 3 |
| CSOL 510 | Applied Cryptography | 3 |
| CSOL 520 | Enterprise Security Architecture | 3 |
| CSOL 530 | Governance & Risk in Cybersecurity | 3 |
| CSOL 540 | Cybersecurity Law & Policy | 3 |
| CSOL 560 | Secure Software Design and Development | 3 |
| CSOL 570 | Fundamentals of Blue Team Operations | 3 |
| CSOL 580 | Cyber Threat Intelligence | 3 |
| CSOL 590 | Cyber Incident Response and Computer Network Forensics | 3 |
| CSOL 599 | Capstone: Real-World Cybersecurity Case Study | 3 |
| **Total Units** | | **30** |

**Learning Outcomes**

- Develops specialized field knowledge and integrates knowledge across content areas of cybersecurity.
- Demonstrate critical inquiry through field-based approaches and methods and through effective and ethical information search strategies.
- Applies learning across multiple contexts within the field, integrating knowledge and practice specifically relating to the areas of cybersecurity and leadership.
- Reasons ethically in evaluating general perspectives, policies, and/or practices relevant to cybersecurity as well as evaluate diverse points of view to include temporal, cultural, linguistic, sociopolitical and/or technological contexts.

## MS Learning Design and Technology

### Program Overview

**Program Title**
Learning Design and Technology

**Program Type**
Major

**College/School**
Professional & Continuing Educ

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**
The Master of Science in Learning Design and Technology (MS-LDT) degree program has been designed for professionals working in education, training, or for those looking for a career change to the field of learning design. The program prepares candidates for learning design roles where learning science and dynamic learning technologies converge. The MS-LDT program emphasizes educational

learning theory and research, the needs of learners in both in-person and virtual learning environments, and the practical, learner-centered application of instructional technology to learning design. The curriculum focuses on learning experience design, digital literacy skills, emerging technologies, professional leadership, facilitating high-impact teaching practices in digital environments, implementing best practices in learning design, meeting the needs of diverse learners, and evaluating learner and program outcomes. MS-LDT is practitioner-oriented, so most courses include practical application of theoretical concepts; students produce a learning artifact such as an eLearning module, program plan, or online curriculum that they can add to their ID Portfolio. Additionally, students will critically examine theories, pedagogies, and technologies to advance the field, challenge preconceived notions, and shape the future of teaching and learning.

**MS-LDT Program Learning Outcomes**

Upon completion of the MS-LDT program, graduates will be able to:

1. Integrate foundational models and professional practices in learning design and instructional technology. Graduates will be able to apply knowledge of adult learning theory, online pedagogy and andragogy, and social justice principles to design, develop, and deliver sound and equitable learning experiences and construct appropriate technology solutions in education and training contexts.
2. Employ sound practices in program planning, data collection and data analysis. Graduates will be able to accurately and reliably assess the needs of diverse learner populations by applying ethical and objective data collection methods and employing appropriate data analysis techniques to use in learning design evaluation.
3. Critically evaluate trends, issues, practices, and methodologies that impact the field of instructional design. Graduates will recognize historical social disparities in education and training contexts and engage in discourse that challenges the current perspectives in learning design to drive the discipline forward.
4. Critically examine educational technology trends and apply empirical rationale in the development of instructional multimedia that supports the needs of a diverse audience, enhances cultural understanding, and increases global awareness. Graduates will employ principles of media design in the creation of end-to-end learning objects to deepen learning and reduce elements that impede cognitive processing. Students will be well-versed in Universal Design for Learning strategies and utilize digital tools that integrate with adaptive and assistive technologies.
5. Engage learning project stakeholders in achieving the optimal student experience and meet organizational goals. Graduates will be able to effectively oversee the development of a learning project by applying project management techniques and frameworks. Graduates will recognize and exhibit high ethical standards in project leadership, consultation, negotiation, collaboration, and milestone, data and budget management.
6. Ensure quality of instructional design and technology implementation. Graduates will be able to define and apply information literacy and ethical use of content, and discuss the implications of quality management in educational product design and evaluation of learning technologies.

**MS-LDT Degree Program Structure**

The program of study includes ten 3-unit courses, including two foundational courses, seven Core courses, and a Capstone. Courses are offered year-round, with program starts beginning in spring, summer, and fall each year. Each semester is 14 weeks in length. You will take two courses per semester; each runs for seven weeks with a one or two-week break in between semesters. After successfully completing all ten courses, you can expect to graduate in five semesters (20 months).

Each 3-unit course will include 37.5 hours of core instructional time. Additional homework, research, and study time are required. You can expect to spend 15-20 hours per week in each course to be successful.

### Program Requirements

**Requisites**

## Degree Requirements

| | | |
|---|---|---|
| LDT 500A | Introduction to Instructional and Learning Design | 3 |
| LDT 500B | Introduction to Learning Technologies | 3 |
| LDT 520 | Advanced Learning Theory and Design | 3 |
| LDT 530 | Learning Media Design | 3 |
| LDT 535 | Assets and Artifacts | 3 |
| LDT 540 | Leadership in Digital Learning | 3 |
| LDT 545 | Program Assessment & Evaluation | 3 |
| LDT 550 | Educational Research Methods | 3 |
| LDT 555 | Emerging Technologies and Design Approaches | 3 |
| LDT 560 | Capstone Project | 3 |

**Learning Outcomes**

1. Integrate foundational models and professional practices in learning design and instructional technology. Graduates will be able to apply knowledge of adult learning theory, online pedagogy and andragogy, and social justice principles to design, develop, and deliver sound and equitable learning experiences and construct appropriate technology solutions in education and training contexts.
2. Employ sound practices in program planning, data collection and data analysis. Graduates will be able to accurately and reliably assess the needs of diverse learner populations by applying ethical and objective data collection methods and employing appropriate data analysis techniques to use in learning design evaluation.
3. Critically evaluate trends, issues, practices, and methodologies that impact the field of instructional design. Graduates will recognize historical social disparities in education and training contexts and engage in discourse that challenges the current perspectives in learning design to drive the discipline forward.
4. Critically examine educational technology trends and apply empirical rationale in the development of instructional multimedia that supports the needs of a diverse audience, enhances cultural understanding, and increases global awareness. Graduates will employ principles of media design in the creation of end-to-end learning objects to deepen learning and reduce elements that impede cognitive processing. Students will be well-versed in Universal Design for Learning strategies and utilize digital tools that integrate with adaptive and assistive technologies.
5. Engage learning project stakeholders in achieving the optimal student experience and meet organizational goals. Graduates will be able to effectively oversee the development of a learning project by applying project management techniques and frameworks. Graduates will recognize and exhibit high ethical standards in project leadership, consultation, negotiation, collaboration, and milestone, data and budget management.
6. Ensure quality of instructional design and technology implementation. Graduates will be able to define and apply information literacy and ethical use of content, and discuss the implications of quality management in educational product design and evaluation of learning technologies.

# MS Law Enforcement and Public Safety Leadership

## Program Overview

**Program Title**
Law Enfrcmnt Pub Safe Leadrshp

**Program Type**
Major

**College/School**
Professional & Continuing Educ

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**
**Online Format**

The mission of MS-LEPSL is to provide high-potential law enforcement and public safety professionals an opportunity to expand their educational experience through a professional master's degree grounded in a liberal arts tradition. This liberal arts tradition results in educated professionals who can: challenge ideas, evaluate evidence and arguments, write and speak with professional fluency and effectiveness, apply a host of knowledge-based skill sets in real-world world settings, make ethical decisions in a dynamic environment and lead teams with integrity as well as efficacy in the forefront.

In this program, you will learn leadership and management skills, ethical practices, and gain a foundation in legal and policy matters that will inform your choices as members of public safety and law enforcement organizations. Completion of all the courses in the prescribed curriculum of ten 3-unit courses and the 1-unit Integrative Capstone course, for a total of 11 courses and 31 units, is required to successfully complete this program.

**MS-LEPSL Program Learning Outcomes**

1. **Promoting Ethical and Effective Leadership for Law Enforcement and Public Safety Organizations**
   Effective and ethical leadership is essential to the future of American criminal justice and the safety of our communities. Our Law Enforcement and Public Safety Leadership degree program will nurture a series of leadership skills that represent the most current best practices for encouraging integrity and creating a culture of ethical awareness within law enforcement institutions. From process-based conflict resolution, to evidence-driven decision making, to effective leadership actions in a challenging and dynamic criminal-justice environment, our nationally recognized experts and criminal justice practitioners will cultivate both a theoretical and practical understanding of ethics in modern law enforcement.
2. **Developing Law Enforcement and Public Safety Knowledge and Skills for the 21st Century**
   Leadership in contemporary law enforcement is challenging and complex; institutions that thrive often have leaders who possess strikingly diverse skill sets that include practical, professional, administrative, and leadership components. Our Law Enforcement and Public Safety Leadership degree program will cultivate the analytical skills, critical thinking strategies, communication abilities, legal awareness, and financial and budgetary competencies essential for effective management in law enforcement and criminal justice. In addition, students will assess cutting-edge law enforcement technologies for improved organizational effectiveness and policing impact. Other law enforcement technologies, such as database and crime analytics will be taught in order to identify trends, hot spots, and appropriate community-based public safety responses and strategies. This program will provide a well-rounded series of practical skills that are vital both within and beyond the modern law enforcement environment.
3. **Engaging in Law Enforcement and Public Safety Institutional Assessment and Change**
   This program not only builds the skills to look outward on social and criminal justice issues but also to look inward at our own public safety institutions. Critical reflection and assessment of law enforcement institutions, in the context of their own dynamic environment, are essential for law enforcement leaders. Collectively, we will learn and practice the research methodologies and statistical tools for ethical, efficient and effective institutional assessment that will shape and refine our criminal justice system in the coming decades. Concepts of data-driven decision making will strengthen the organizational effectiveness and advancement potential of program participants who seek professional advancement and promotion within these public safety agencies.
4. **Critical Understanding of Modern Criminal Justice Issues**
   From unmanned aerial vehicles to crisis communication, social media to recruitment and retention, biometric technology to the changing landscape of use of force, this program will delve into some of America's most challenging crime problems and the issues facing criminal justice institutions. Drawing from real-world case studies and evidence-based best practices, students will actively integrate and apply the skills developed throughout this program to some of the nation's most pressing law enforcement challenges.

**MS-LEPSL Degree Program Structure**

The program of study includes the eleven-course prescribed curriculum – ten 3-unit courses and a 1-unit integrative capstone course. Courses will be offered year-round with three semesters every year; spring, summer, and fall. Each semester is 14 weeks in length. You will take two courses per semester. Courses will run for seven weeks each with a one or two-week break in between semesters. You will enroll in the capstone course during your final semester, and it will run as a third course for the entire 14-weeks along with the other two courses. You can expect to graduate in five semesters after successfully completing all eleven courses.

Each 3-unit course will include 37.5 hours of core instructional time. Additional homework, research, and study time are required. You can expect to spend 15-18 hours per week in each course in order to be successful.

## Program Requirements

**Requisites**

## MS in Law Enforcement and Public Safety Leadership

| | | |
|---|---|---|
| LEPS 500 | Contemporary Issues in Law Enforcement and Public Safety | 3 |
| LEPS 510 | Communication Skills for Law Enforcement Leaders | 3 |
| LEPS 520 | Best Practices in Community Engagement | 3 |
| LEPS 530 | Public Safety Law in a Dynamic World | 3 |
| LEPS 540 | Organizational Leadership for Law Enforcement | 3 |
| LEPS 550 | Data Fluency and Analysis for Law Enforcement Leaders | 3 |
| LEPS 560 | Effective Leadership in Modern Public Safety: Theory, Concepts, & Application | 3 |
| LEPS 570 | Public Policy Innovation | 3 |
| LEPS 580 | Law Enforcement Management and Conflict Resolution | 3 |
| LEPS 590 | Budget & Finance for Law Enforcement Leaders | 3 |
| LEPS 599 | Integrative Capstone | 1 |
| **Total Units** | | **31** |

**Learning Outcomes**

1. **Promoting Ethical and Effective Leadership for Law Enforcement and Public Safety Organizations**
   Effective and ethical leadership is essential to the future of American criminal justice and the safety of our communities. Our Law Enforcement and Public Safety Leadership degree program will nurture a series of leadership skills that represent the most current best practices for encouraging integrity and creating a culture of ethical awareness within law enforcement institutions. From process-based conflict resolution, to evidence-driven decision making, to effective leadership actions in a challenging and dynamic criminal-justice environment, our nationally recognized experts and criminal justice practitioners will cultivate both a theoretical and practical understanding of ethics in modern law enforcement.
2. **Developing Law Enforcement and Public Safety Knowledge and Skills for the 21st Century**
   Leadership in contemporary law enforcement is challenging and complex; institutions that thrive often have leaders who possess strikingly diverse skill sets that include practical, professional, administrative, and leadership components. Our Law Enforcement and Public Safety Leadership degree program will cultivate the analytical skills, critical thinking strategies, communication abilities, legal awareness, and financial and budgetary competencies essential for effective management in law enforcement and criminal justice. In addition, students will assess cutting-edge law enforcement technologies for improved organizational effectiveness and policing impact. Other law enforcement technologies, such as database and

crime analytics will be taught in order to identify trends, hot spots, and appropriate community-based public safety responses and strategies. This program will provide a well-rounded series of practical skills that are vital both within and beyond the modern law enforcement environment.

3. **Engaging in Law Enforcement and Public Safety Institutional Assessment and Change**
   This program not only builds the skills to look outward on social and criminal justice issues but also to look inward at our own public safety institutions. Critical reflection and assessment of law enforcement institutions, in the context of their own dynamic environment, are essential for law enforcement leaders. Collectively, we will learn and practice the research methodologies and statistical tools for ethical, efficient and effective institutional assessment that will shape and refine our criminal justice system in the coming decades. Concepts of data-driven decision making will strengthen the organizational effectiveness and advancement potential of program participants who seek professional advancement and promotion within these public safety agencies.
4. **Critical Understanding of Modern Criminal Justice Issues**
   From unmanned aerial vehicles to crisis communication, social media to recruitment and retention, biometric technology to the changing landscape of use of force, this program will delve into some of America's most challenging crime problems and the issues facing criminal justice institutions. Drawing from real-world case studies and evidence-based best practices, students will actively integrate and apply the skills developed throughout this program to some of the nation's most pressing law enforcement challenges.

# MS Conflict Management and Resolution

## Program Overview

**Program Title**
Conflict Management Resolution

**Program Type**
Major

**College/School**
Kroc School of Peace Studies

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**
The Master of Science in Conflict Management and Resolution (MS-CMR) is designed for early and mid-career professionals in any field seeking the opportunity to leverage their experience and cultivate new skills to effectively manage and resolve conflict. This multidisciplinary program covers theory and practice to transform interpersonal, group, organizational, community, and systems-level conflict in a variety of contexts. Through ongoing experimentation, simulation and practice, MS-CMR students gain skills in conflict analysis, negotiation, mediation, facilitation and dialogue. The MS-CMR is offered as a full-time 15-month, accelerated 9-month, or part-time program. The MS-CMR has both Fall and Spring enrollment periods.

## Additional Requirements For Admission

See Admission Page for basic admission requirements.

| | |
|---|---|
| Entrance Semesters | Fall, Spring |
| Application Deadline | Fall: January 12th Priority Deadline, May 1st Final Deadline. Spring: December 1st Final Deadline |
| Minimum Grade Point Average | 3.0 (4.0 scale) in all undergraduate coursework |
| Standardized Admission Test | None |
| Required Coursework | None |
| Required Licenses/ Credentials | None |
| Additional Requirements | Four Short Essays (250 words each), Professional Resume, Three Years of Professional Work Experience, Two Letters of Recommendation |

## Program Requirements

**Requisites**

## Degree Requirements

- Full-time or part-time status as a graduate student
- Approval of courses by faculty advisor
- Mandatory KROC 501 self-paced orientation and in-person orientation
- 30 units of graduate work with a cumulative 3.0 grade point average or higher
- KROC 500 Foundations: Peace, Justice & Social Change course (3 units)
- KROC 502: Pursuing Purpose: Building Professional Pathways (0 units)
- Core courses (6 units)
- Skills and methods courses (at least 6 units)
- Field-based practicum course (3 units)
    - Students with at least 3 years of relevant work experience may petition to waive this requirement.
- Electives (at least 12 units)
    - Electives are chosen in consultation with a faculty advisor. No more than 6 units of coursework may be taken outside of the Kroc School. Of these 6 units, no more than 3 units of coursework at the 300 or 400 level can be counted towards the 30 units. A maximum of 3 different 1-unit pass/fail electives can be taken, unless a faculty advisor approves otherwise.
- KROC 596 Professional Portfolio P/F (0 units)

| | | |
|---|---|---|
| **Foundations: Peace, Justice, and Social Change (3 units)** | | |
| KROC 500 | Foundations: Peace, Justice & Social Change | 3 |
| **Pursuing Purpose (0 units)** | | |
| KROC 502 | Pursuing Purpose: Building Professional Pathways | 0 |
| **Core Courses (6 units)** | | |
| KROC 530 | Conflict Analysis & Resolution | 3 |
| KROC 531 | Intervention Design | 3 |
| **Skills and Methods (at least 6 units)** | | |
| KROC 513 | Program Design, Monitoring & Evaluation | 3 |
| KROC 532 | Negotiations | 3 |
| KROC 533 | Mediation | 3 |
| KROC 594 | Special Topics Course (Facilitation & Dialogue Skills) | 3 |
| **Field-based Practicum** | | |
| KROC 593 | Field-based Practicum (Students with at least 3 years of relevant work experience may petition to waive this requirement.) | 3 |
| **Electives (12 units)** | | |
| **• Electives are chosen in consultation with a faculty advisor. No more than 6 units of coursework may be taken outside of the Kroc School. Of these 6 units, no more than 3 units of coursework at the 300 or 400 level can be counted towards the 30 units. A maximum of 3 different 1-unit pass/fail electives can be taken, unless a faculty advisor approves otherwise.** | | |
| **Professional Portfolio (0 units)** | | |
| KROC 596 | Professional Portfolio | 0 |

*Students who began their program before Fall 2025 may choose to complete the Professional Portfolio – KROC 597 (1 unit) or follow the Fall 2025 catalog requirements and take KROC 596 (0 units). The course description and requirements for KROC 597 and KROC 596 are the same.*

## MS in Conflict Management & Resolution with a Concentration in Security Studies

The Master of Science in Conflict Management and Resolution (MS-CMR) program offers an optional concentration in Security Studies. This concentration provides students with advanced expertise in security-related topics, complementing their core skills in conflict management and resolution.

To earn the Security Studies concentration, students must meet the program's overall requirements and complete specific coursework outlined below.

**Security Studies Concentration Overview**

in partnership with Comillas Pontifical University in Madrid, Spain, this concentration prepares students to address the evolving challenges of international security. From hybrid warfare to digital security, students gain the knowledge and tools needed to navigate a dynamic and complex security landscape.

The curriculum bridges foundational theories in international relations, peace studies, and security studies with practical skills and applications. Students explore various conflict types, including interstate, hybrid, and proxy conflicts, while developing an understanding of military strategies employed by both state and non-state actors.

*Key topics include:*

- The concept of "grey zones," which encompass economic sabotage, influence operations, cyberattacks, and disinformation campaigns.
- Analysis of key cyber threats, such as cyber espionage, cybercrime, and information warfare.

**Requirements for the Security Studies Concentration**

To qualify for this concentration, students must fulfill all the MS-CMR requirements and complete 9 units of elective coursework for the concentration, with 3 units taken on the University San Diego and 6 units completed through a two-week intensive in Madrid, Spain, in collaboration with Comillas Pontifical University

**Required Courses for Concentration**

| | | |
|---|---|---|
| **KROC 594-06 (SAN DIEGO)** | INTERNATIONAL PEACE & SECURITY | 3 UNITS |
| KROC 594-11 (MADRID) | HYBRID WARS AND GREY-ZONE CONFLICTS | **3 UNITS** |
| KROC 594-12 (MADRID) | CYBERSPACE AND CYBERSECURITY | **3 UNITS** |

*Please note: Students are responsible for their travel and accommodation expenses to and within Madrid.*

**Learning Outcomes**

Learning Outcome 1: Knowledge

Students will develop and apply the knowledge and skills required to resolve and manage conflict in a broad range of settings.

Learning Outcome 2: Diverse Perspectives

Students will be able to apply environmental, social and cultural lenses to conflict management and resolution in order to understand the complex and varying needs of people from different backgrounds and perspectives.

Learning Outcome 3: Critical Inquiry

Students will be able to analyze and research conflicts ethically and impartially, while effectively engaging with complex and competing narratives.

Learning Outcome 4: Applied Learning

Students will be able to apply interdisciplinary skills to address and transform a variety of different types of conflicts in local, national and international situations.

Learning Outcome 5: Communication

Students will be able to communicate effectively in different and challenging contexts, clearly communicating their knowledge while incorporating conflict management and resolution techniques.

Learning Outcome 6: Ethical Reasoning

Students will be able to apply ethical reasoning to analyze the causes and drivers of conflict, and assess the potential impact of diverse resolution and management approaches.

# MS Humanitarian Action

## Program Overview

**Program Title**
Humanitarian Action

**Program Type**
Major

**College/School**
Kroc School of Peace Studies

**Program Level**
Graduate

**Degree Designation**
Master of Science

**Catalog Full Description**

## Master of Science in Humanitarian Action (Online)

The online Master of Science in Humanitarian Action (MS-HA) program offers a remote, affordable, and high-touch Master's degree to students and working professionals around the world. The program is designed to cultivate the skills necessary to help prevent, respond to, and recover from complex humanitarian emergencies. The MS-HA degree blends cutting-edge thematic focuses (peacebuilding and conflict resolution, social entrepreneurship and innovation), with critical technical professional skills development (monitoring and evaluation, data visualization) into a 30-unit program. It emphasizes a scholar-practitioner education model, relying on exercises, case studies, and simulations. Its asynchronous format (two courses per term, five terms for program completion) permits participation by foreign aid workers, deployed military personnel, and others for whom an extended stay in San Diego is not possible. Enrollment periods are in Fall, Spring, and Summer.

## MS-HA Program Learning Outcomes

1. **Knowledge**
   Students will be able to integrate and apply the complex skills and thematic knowledge required to navigate and address complex humanitarian crises effectively.
2. **Diverse Perspectives**
   Students will be able to apply logistical, legal, political, economic, cultural, and environmental lenses to humanitarian affairs, and to appreciate the values and strengths of people from different cultural/ethnic/political/religious backgrounds and perspectives.
3. **Critical Inquiry**
   Students will be able to analyze and research the historical, structural, and cultural parameters in which humanitarian crises develop.
4. **Applied Learning**
   Students will be able to apply interdisciplinary skills to navigate, manage, and address a variety of humanitarian crises in both national and international contexts.
5. **Communication**
   Students will be able to communicate effectively in challenging humanitarian contexts, clearly communicating their knowledge while demonstrating intercultural awareness, trauma awareness, and conflict sensitivity.
6. **Ethical Reasoning**
   Students will be able to apply ethical reasoning to assess humanitarian problems, their possible solutions, and impacts on various stakeholders.

## MS-HA Degree Program Structure

The program of study includes the ten 3-unit course prescribed curriculum. Courses will be offered year-round with three semesters every year: Spring, Summer, and Fall. Each semester is 14 weeks in length. You will take two courses per semester, and courses will run for seven weeks each with a one or two-week break in between semesters. You can expect to graduate in five semesters after successfully completing all ten courses.

Each 3-unit course will include 37.5 hours of core instructional time. Additional homework, research, and study time are required. You can expect to spend 15-20 hours per week in each course in order to be successful.

### Program Requirements

**Requisites**

### MS in Humanitarian Action

| | | |
|---|---|---|
| MSHA 500 | Foundations: Peace, Justice and Social Change | 3 |
| MSHA 501 | Foundations of Humanitarian Action | 3 |
| MSHA 520 | Disaster Management and Prevention | 3 |
| MSHA 530 | Humanitarian Diplomacy | 3 |
| MSHA 540 | Displacement, Climate and Humanitarian Action | 3 |
| MSHA 550 | Humanitarian Safety and Security | 3 |
| MSHA 513 | Program Design, Monitoring and Evaluation | 3 |
| MSHA 590 | Data Visualization and Analytics for Humanitarian Action | 3 |
| MSHA 595 | Logistics for Humanitarian Relief | 3 |
| MSHA 599 | Humanitarian Crisis Simulation | 3 |

# PhD Leadership Studies

## Program Overview

**Program Title**
Leadership Studies

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Doctoral

**Degree Designation**
Doctor of Philosophy

**Catalog Full Description**
As the nation's first interdisciplinary doctoral program in Leadership Studies, USD is internationally recognized as an institution of dynamic innovation and scholarly excellence. Known for our close student/faculty engagement and collaboration, we offer a rigorous yet practical course of study grounded in prevailing theory and a social change orientation. The program is designed to empower the next generation of researchers, scholars and practitioners to make significant contributions to the field of leadership studies and efforts to address the pressing needs of the world at large.

The 57-unit program includes required leadership and research courses. 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 faculty advisor. Students are required to complete a minimum of 57 semester-units beyond the master's degree.

## 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. A grade of less than "B-" is not acceptable for credit in this program, and the courses in which the grade was earned will not count toward the doctoral degree. USD's policy on repetition of courses will be enforced.
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 department chair. No doctoral student may take more than 12 units per semester without special approval of the student's advisor, department chair and the associate dean.
3. 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.
4. 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 and all required courses, except for LEAD 695. 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.
5. Dissertation
   Successful written and oral defense of dissertation is required for graduation.
6. Time Limit
   A student must complete the doctoral program within seven years of the first semester of enrollment.

## Additional Admission Requirements

See Admission page for basic admission requirements.

| | |
|---|---|
| Entrance Semester | Winter, Spring, Summer and Fall (not all terms are available every academic year) |
| Application Deadlines | Visit www.sandiego.edu/soles/admissions/deadlines.php |
| Recommended GPA | 3.50 (4.0 scale) in master's coursework |
| Additional Requirements | Master's degree (completed prior to admission) |
| | Resume |
| | Statement of Purpose |
| | Three letters of recommendation |
| | Interview for applicants who meet the preliminary selection criteria may be required |
| | Preference will be given to applicants whose statement of purpose demonstrates commitment to the study of leadership, capacity for critical inquiry and creative thinking, and the potential for excellent scholarship |
| | Note: No single criterion alone determines the Doctoral Admissions Committee's decision to admit or deny an applicant. |

## Program Requirements

**Requisites**

# Requirements for the Degree

1. Doctoral students are required to maintain at least a 3.0 grade point average in their coursework throughout the program. A grade of less than "B-" is not acceptable for credit in this program, and the courses in which the grade was earned will not count toward the doctoral degree. USD's policy on repetition of courses will be enforced.

These courses are required for all students and should be taken in this order; courses taken at other institutions may not be substituted.

| | | |
|---|---|---|
| LEAD 602 | Conceptions Knowledge Research | 3 |
| LEAD 611 | Leadership Theories | 3 |
| LEAD 650 | Leadership in Organizational Contexts | 3 |
| LEAD 608 | Qualitative Research Methods | 3 |
| LEAD 652i | Global Leadership | 3 |
| LEAD 607 | Applied Statistics and Quantitative Research Methods | 3 |
| LEAD 613 | Advanced Quantitative Research Methods | 3 |
| LEAD 619 | Applied Leadership Practices: Integral Self and Systems Approach | 3 |
| LEAD 654 | Negotiation and Leadership | 3 |
| LEAD 612 | Advanced Qualitative Research Methods | 3 |
| Doctoral Seminar in Leadership and/or Research* | | 3 |
| Doctoral Seminar in Leadership and/or Research* | | 3 |
| LEAD 663 | Literature Review | 3 |
| Doctoral Seminar in Leadership and/or Research* | | 3 |
| LEAD 610 | Dissertation Seminar | 3 |
| Doctoral Seminar in Leadership and/or Research* | | 3 |
| LEAD 695 | Dissertation | 3 |
| LEAD 695 | Dissertation | 3 |
| LEAD 695 | Dissertation | 3 |
| **Total Units** | | **57** |

*Doctoral Seminar in Leadership and/or Research: *Students will enroll in four departmental designated 600 Level LEAD courses during the designated semesters in the Program of Study.*

## II. International Experience

At SOLES, all masters and doctoral students participate in an international experience designed to support the growth of cultural competency. Our goal is to inform best practices in working with culturally diverse populations locally, nationally and globally.

## IV. Advancement to Candidacy - Part A

Part A of this process involves the preparation of a qualifying paper that normally relates to a student's dissertation topic.

## V. Advancement to Candidacy - Part B

Part B of the Advancement to Candidacy process involves preparing and successfully defending a dissertation proposal.

## VI. Dissertation

Successful written and oral defense of dissertation is required for graduation.

*After completing all required units of* LEAD 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.*

**Learning Outcomes**

1. PhD candidates will articulate prominent leadership theories in Leadership Studies, analyze and critique these theories, and apply these theories in the course of addressing a variety of organizational issues and problems.
2. PhD candidates will realistically appraise their personal strengths and weaknesses exercising leadership. They will actualize leadership in real and complex situations.
3. PhD candidates will be able to use a range of perspectives and theoretical constructs from various social science/humanities disciplines/fields of study to analyze, critique and make decisions about an array of leadership and organizational issues and problems.

4. PhD candidates will demonstrate the methodological skills necessary to design, analyze, critique and conduct research using both qualitative and quantitative research techniques.
5. Students' written and oral communication will be clear, coherent, well organized and technically correct.
6. Students will critically examine cultures other than their own, and apply the knowledge gained within their personal and professional lives.

## Recommended Program of Study

Program of Study:

| | | |
|---|---|---|
| YEAR 1 | | |
| FALL | | |
| LEAD 602 | Conceptions Knowledge Research | 3 |
| LEAD 611 | Leadership Theories | 3 |
| SPRING | | |
| LEAD 650 | Leadership in Organizational Contexts | 3 |
| LEAD 608 | Qualitative Research Methods | 3 |
| YEAR 2<br>FALL | | |
| LEAD 652i | Global Leadership | 3 |
| LEAD 607 | Applied Statistics and Quantitative Research Methods | 3 |
| SPRING | | |
| LEAD 613 | Advanced Quantitative Research Methods | 3 |
| LEAD 619 | Applied Leadership Practices: Integral Self and Systems Approach | 3 |
| YEAR 3<br>FALL | | |
| LEAD 654 | Negotiation and Leadership | 3 |
| LEAD 612 | Advanced Qualitative Research Methods | 3 |
| SPRING | | |
| Doctoral Seminar in Leadership and/or Research | | 3 |
| Doctoral Seminar in Leadership and/or Research | | 3 |
| YEAR 4<br>FALL | | |
| LEAD 663 | Literature Review | 3 |
| Doctoral Seminar in Leadership and/or Research | | 3 |
| SPRING | | |
| LEAD 610 | Dissertation Seminar | 3 |
| Doctoral Seminar in Leadership and/or Research | | 3 |
| YEAR 5<br>FALL | | |
| LEAD 695 | Dissertation | 3 |
| LEAD 695 | Dissertation | 3 |
| SPRING | | |
| LEAD 695 | Dissertation | 3 |

# PhD Education for Social Justice

## Program Overview

**Program Title**
Education for Social Justice

**Program Type**
Major

**College/School**
School of Leadership & Educ.

**Program Level**
Doctoral

**Degree Designation**
Doctor of Philosophy

**Catalog Full Description**
The doctoral program in Education for Social Justice develops highly skilled, critical scholars capable of impacting the complex world of education through their research and practice. The program embraces the idea that education is an important tool of human liberation, opportunity, and transformation. Its unique program of study makes use of local, national, and international contexts to allow students to develop the skills of research, teaching, and advocacy. Scholars graduate with rich understandings and experiences of how they can use education (theory, policy and practice) to build more equitable, tolerant, and socially just societies and institutions. Scholars graduating with the PhD conduct a study of original research. Graduates of the program are prepared to enter academia, take on educational research appointments in public and private institutions, and design and support educational programming in local, national, and international contexts.

## Program of Study

Upon admission, each student is assigned a program advisor. Students are required to complete a minimum of 54-semester units beyond the master's degree.

## General Regulations

1. **Academic Performance Requirements**
   Doctoral students must 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 department chair.
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 information on Transfer of Graduate Credit). A student previously enrolled elsewhere in an accredited doctoral program recognized by USD may appeal to the faculty and the Dean's Office for the transfer of more than 12 units. Transferred credit must be for courses that are consistent with the goals of the Education for Social Justice 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 colloquium 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.
6. **Dissertation**
   Successful written and oral defense of the dissertation is required for graduation.

7. **Time Limit**
   A student must complete the doctoral program within seven years of the first semester of enrollment.

## Additional Admission Requirements

See the Admission page for basic admission requirements.

| | |
|---|---|
| Entrance Semesters | Fall |
| Application Deadlines | Visit http://www.sandiego.edu/soles/admissions-and-outreach |
| Minimum Grade Point Average | 3.50 (4.0 scale) in all previous coursework |
| Standardized Admission Test | Applicants are strongly encouraged to take the Graduate Record Examinations (GRE), but it is not required. Official GRE test scores must be within 5 years of the test date. There is no minimum GRE score required. |
| Additional Requirements | Statement of Purpose |
| | Resume |
| | 3 Letters of Recommendations |
| | Admissions Online Interview |
| | Recommenders' Contact Information and Letters of Recommendation and International Transcript Evaluations must be received by the program deadline to complete your application. |
| | Preference will be given to applicants whose statement of purpose demonstrates a commitment to the study of education and social justice, the capacity for critical inquiry and creative thinking, the capacity to consistently engage in a rigorous online doctoral program, and the potential for excellent scholarship. |
| | Note: No single criterion alone determines the Doctoral Admissions Committee's decision to admit or deny an applicant. |

### English Proficiency Exam (International Applicants Only):

Official score reports for the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) is required of all international applicants. These will be waived if English is the applicant's primary language or if he or she obtained a bachelor's degree in the U.S., Great Britain, Canada or Australia.

- TOEFL minimum scores:
  - Internet-based test: 91
  - Computer-based test: 233
  - Paper-based test: 577
- IELTS minimum score:
  - Band score: 7.5

## Program Requirements

**Requisites**

### Requirements for the Degree

A grade of less than "B-" is not acceptable for credit in this program, and the courses in which the grade was earned will not count toward the doctoral degree. USD's policy on repetition of courses will be enforced.

### I. Core Requirements

*(Successful completion of the EDSJ Orientation Courses is also required: EDUC 661 Intro to Doctoral Study Year I, EDUC 662 Doctoral Study Year II, EDUC 663 Doctoral Study Year III)*

| | | |
|---|---|---|
| EDUC 601 | Critical Social Theory and Education | 3 |
| EDUC 602 | Educational Research & Methods | 3 |
| EDUC 603 | History of Education for Social Justice | 3 |
| EDUC 604 | Education and Globalization | 3 |
| EDUC 605 | Language, Race, and Culture in Education | 3 |
| EDUC 606 | Educational Politics & Policy | 3 |
| EDUC 607 | Quantitative Research Methods and Design in Education I | 3 |
| EDUC 609 | Qualitative Research Methods and Design in Education I | 3 |
| EDUC 610 | Qualitative Research Methods and Design in Education II | 3 |
| EDUC 611 | Social Justice Praxis in Educational Organizations | 3 |
| EDUC 612 | Disability, Access, Assets, and Intersectionality in Education | 3 |
| EDUC 650 | Doctoral Seminar I | 3 |
| EDUC 651 | Doctoral Seminar II | 3 |
| EDUC 652 | Doctoral Seminar III | 3 |
| EDUC 695 | Dissertation | 9 |
| EDUC 5XX | SOLES Global Course (Consult your Advisor) | 3 |
| **Total Units** | | **54** |
| *Doctoral candidates must maintain continuous enrollment until the dissertation is completed. Average completion for the degree is estimated at 4 to 5 years.* | | |

### II. International Experience

*Consult your advisor for International Course course/program selection.*

At SOLES, all master's and doctoral students participate in an international experience designed to support the growth of cultural competency. Our goal is to inform best practices in working with culturally diverse populations locally, nationally and globally. International experiences are approved by each student's faculty advisor.

### III. Advancement to Candidacy - Part A

Complete Part A: Qualifying Exam (Paper).

### IV. Advancement to Candidacy - Part B

Student Advance to Candidacy in EDUC 651 Doctoral Seminar II where they prepare to present at their dissertation proposal colloquium. After successful completion of the colloquium, the candidate will receive the advancement to candidacy letter.

### V. Dissertation

Successful written and oral defense of the dissertation is required for graduation.

*After completing all required units of* EDUC 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. This requirement will exceed the minimum program units of 54-semester units.*

**Learning Outcomes**

1. Candidates will articulate and make use of theory to ask, analyze, critique, understand and address pressing educational questions and challenges.
2. Candidates will engage in the community and bring their voice, views and work to bear on issues of educational opportunity and justice.
3. Candidates will analyze and critique existing educational research; and conceive of, design and conduct methodologically sound studies using qualitative, quantitative, mixed-method and other relevant research techniques.
4. Candidates' written and oral communication will be clear, coherent, well organized and technically correct.
5. Candidates will engage in critical examinations (critical conversations) of social justice, culture and opportunity and apply the knowledge gained to their personal and professional lives.

# PHD BSN to PhD Nursing Leadership

## Program Overview

**Program Title**
Nursing Leadership BSN to PHD

**Program Type**
Major

**College/School**
Hahn School of Nursing

**Program Level**
Doctoral

**Degree Designation**
Doctor of Philosophy

**Catalog Full Description**
The BSN to PhD Nursing Leadership program is designed to prepare experienced nurses for leadership roles in healthcare settings with a focus on research and the scholarship of discovery. The masters degree offers a comprehensive curriculum integrating advanced nursing knowledge, leadership principles, and practical experiences tailored to their respective focus areas: education, informatics, or administration. Graduates emerge equipped with the skills and expertise needed to excel as a leader in their chosen field and make meaningful contributions to improving patient care and healthcare delivery. To achieve expertise as beginning level nurse scientist, students are educated and socialized for their roles both didactically through course work, seminars, and experientially through research assistantships, collaboration with faculty mentors, and independent research. Students receive a strong foundation in scientific inquiry for advancing and disseminating nursing knowledge through research. Critical research focuses on health promotion, family health, health disparities, and improving the outcomes of care. The development of nursing science, interdisciplinary collaboration, dissemination of research, and innovative ideas are significant aspects of the program. The program requires a minimum of 84 units of course work. Required courses primarily focus on leadership, nursing science, and research. Students select 9 units of emphasis courses to support the focus or design of their dissertation. Six units per semester is considered full time enrollment, with additional offerings in the intersession and summer session. The BSN to PhD degree may be completed in 4-5 years.

## General Regulations

1. Residency Requirement
   Students must fulfill this requirement by enrolling in:
   1. 12 units of on-campus doctoral coursework during a 12-month period
2. Transfer of Credit
   (See here for more information on Transfer of Graduate Credit). 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
   Students are allowed a maximum of two years from completion of course work to admission to candidacy.

## Program Requirements

**Requisites**

| | | | | | |
|---|---|---|---|---|---|
| **Nursing Leadership Component** | | **36** | | | |
| MSNC 610 | Specialty Role and Practice Foundations | 3 | | | |
| MSNC 611 | Foundations for Evidence-Based Practice in Nursing | 3 | | | |
| MSNC 612 | Population Health | 3 | | | |
| MSNC 612P | Population Health Practicum | 2 | | | |
| MSNC 613 | Transformational Leadership | 3 | | | |
| MSNC 615 | Advanced Pathophysiology, Physical Assessment, and Pharmacology in Patients and Populations | 4 | | | |
| MSNC 615P | Advanced Nursing Clinician Practicum | 2 | | | |
| MSNC 640 | Health Care Information and Communication Management | 3 | | | |
| MSNC 655 | Systems-Based Practice | 3 | | | |
| MSNC 655P | Systems Management Practicum | 4 | | | |
| MSNC 656 | Management of Quality and Safety | 3 | | | |
| MSNC 656P | Management of Quality and Safety Practicum | 3 | | | |
| **PhD Core** | | **9** | | | |
| **Designed to develop analytical abilities and provide the knowledge base and skills requisite to the development of the nurse scholar.** | | | | | |
| PHDN 601 | Philosophy of Science in Nursing | 3 | | | |
| PHDN 602 | Theory Development in Nursing | 3 | | | |
| PHDN 697 | Seminar in Health Equity and Disparity Research | 3 | | | |
| **PhD Research Core** | | | 12 | | |
| **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 608 | Applications of Multivariate Statistics | 3 | | | |
| PHDN 670 | Quantitative Designs in Research | 3 | | | |
| PHDN 673 | Introduction to Qualitative Research: Background, Processes, and Approaches | 3 | | | |
| **PhD Area of Emphasis** | | **9** | | | |
| **Three graduate courses selected by the student and advisor or their dissertation chair related to the student's specific research topic** | | | | | |
| **PhD Dissertation Research** | | **15** | | | |
| PHDN 650 | Nursing Research Seminar | 1 | | | |
| PHDN 651 | Nursing Research Seminar | 1 | | | |
| PHDN 652 | Dissertation Research | 1 | | | |
| PHDN 653 | Dissertation Research | 3 | | | |
| PHDN 654 | Nursing Research Seminar | 3 | | | |
| PHDN 695 | Dissertation | 6 | | | |
| **Total Units** | | **84** | | | |

**Learning Outcomes**
For the **Doctor of Philosophy in Nursing** program, the following learning outcomes must be achieved.

1. Analyze and critique concepts as a basis for theory synthesis and testing that build upon the current state of the science.

2. Formulate a health outcomes-focused nursing research question reflecting a current understanding of the philosophy of science in nursing.
3. Demonstrate a breadth of knowledge in a variety of research methods and expertise in one method.
4. Complete an original nursing research investigation.
5. Critically analyze evidence and provide leadership to advocate for policy change, address social justice and equity in health care at the local, regional, national, and/or global levels.
6. Disseminate dissertation research findings through publications and presentations.

For the **Master of Science in Nursing** program, the following learning outcomes must be achieved.

1. Apply knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.
2. Deliver person-centered care to individuals and significant others based on scientific knowledge to promote positive outcomes and health care equity.
3. Promote population health that spans the healthcare continuum.
4. Engage in scholarship for the nursing discipline to improve health outcomes and transform health care.
5. Provide safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
6. Engage in interprofessional partnerships through Intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Coordinate resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Use informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.
9. Cultivate a sustainable, ethical, professional identity that reflects nursing's attributes and values and self-awareness of implicit bias.
10. Foster participation in activities and self-reflection to nurture personal, professional, and leadership development.

# PHD MSN to PhD

## Program Overview

**Program Title**
Doctor of Philosophy in Nursing, MSN to PhD

**Program Type**
Major

**College/School**
Hahn School of Nursing

**Program Level**
Doctoral

**Degree Designation**
Doctor of Philosophy

**Catalog Full Description**
The Doctor of Philosophy degree prepares nurses for a career in research and the scholarship of discovery. To achieve expertise as beginning level nurse scientists, students are educated and socialized for their roles both didactically through course work, seminars, tutorials, and experientially through research assistantships, collaboration with faculty mentors, and independent research. Students receive a strong foundation in scientific inquiry for advancing and disseminating nursing knowledge through research. Critical research focuses on health promotion, management of chronic illness, family health, health disparities, and improving the outcomes of care. The development of nursing science, interdisciplinary collaboration, dissemination of research, and innovative ideas are significant aspects of the program. The program requires a minimum of 48 units of course work. Required courses primarily focus on nursing science and research. Students select 12 units of emphasis courses to support the focus or design of their dissertation. Six units per semester is considered full time enrollment, with additional offerings in the intersession and summer session. The PhD degree may be completed in 3-4 years.

## General Regulations

1. Residency Requirement
   Students must fulfill this requirement by enrolling in:
   1. 12 units of on-campus doctoral coursework during a 12-month period
2. Transfer of Credit
   (See Transfer of Graduate Credit). 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
   Students are allowed a maximum of two years from completion of course work to admission to candidacy.

## Program Requirements

**Requisites**

## Degree Requirements

The program of study includes a minimum of 48 units of post-master's coursework. This includes 15 units for the dissertation. A minimum grade of B- is required in degree courses with an overall GPA of 3.0.

| | | |
|---|---|---|
| **Core Component** | | **9** |
| **Designed to develop analytical abilities and provide the knowledge base and skills requisite to the development of the nurse scholar.** | | |
| PHDN 601 | Philosophy of Science in Nursing | 3 |
| PHDN 602 | Theory Development in Nursing | 3 |
| PHDN 697 | Seminar in Health Equity and Disparity Research | 3 |
| **Research Core Component** | | **12** |
| **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 608 | Applications of Multivariate Statistics | 3 |
| PHDN 670 | Quantitative Designs in Research | 3 |
| PHDN 673 | Introduction to Qualitative Research: Background, Processes, and Approaches | 3 |
| **Areas of Emphasis** | | **12** |
| **Four graduate courses selected by the student and advisor or their dissertation chair related to the student's specific research topic** | | |
| **Dissertation Component (15 units minimum)** | | **15** |
| PHDN 650 | Nursing Research Seminar | 1 |
| PHDN 651 | Nursing Research Seminar | 1 |
| PHDN 652 | Dissertation Research | 1 |
| PHDN 653 | Dissertation Research | 3 |
| PHDN 654 | Nursing Research Seminar | 3 |
| PHDN 695 | Dissertation | 6 |
| **Total Units** | | 48 |

The presentation of the proposal and dissertation findings are required. After the completion of 15 units of dissertation research (six units of PHDN 650-653, three units of PHDN 654, and six units of PHDN 695), candidates must continue to

register for PHDN 695 (1 unit) and PHDN 655 (1 unit) each semester to maintain candidacy until the dissertation is completed. See the Doctoral Student Handbook for guidelines on producing the dissertation.

**Learning Outcomes**
1. Analyze and critique concepts as a basis for theory synthesis and testing that build upon the current state of the science.
2. Formulate a health outcomes-focused nursing research question reflecting a current understanding of the philosophy of science in nursing.
3. Demonstrate a breadth of knowledge in a variety of research methods and expertise in one method.
4. Complete an original nursing research investigation.
5. Critically analyze evidence and provide leadership to advocate for policy change, address social justice and equity in health care at the local, regional, national, and/or global levels.
6. Disseminate dissertation research findings through publications and presentations.

# PHD BSN to PhD Adult-Gerontology Clinical Nurse Specialist

## Program Overview

**Program Title**
Nursing (BSN to PHD)

**Program Type**
Major

**College/School**
Hahn School of Nursing

**Program Level**
Doctoral

**Degree Designation**
PHD

**Catalog Full Description**
The BSN to PhD Adult Gerontology Clinical Nurse Specialist program prepares nurses for an advanced practice registered nurse (APRN) role as an expert in the care of adults across the lifespan. Clinical nurse specialists are one of the four types of advanced practice registered nurses. Adult–Gerontology Clinical Nurse Specialists are expert clinicians with advanced education in a specialized area of nursing practice (including but not limited to medical -surgical, women's health (perinatal), critical care, oncology, emergency/trauma, and ambulatory care) who work in a wide variety of health care settings, such as a hospital, private practice, or the community. Clinical nurse specialists provide diagnosis, treatment, and ongoing management of patients who are acutely or chronically ill. They also provide expertise and support to nurses caring for patients at the bedside, help drive practice changes throughout the organization, and ensure the use of best practices and evidence-based care to achieve the best possible patient outcomes. CNSs have the skills and expertise to identify gaps in health care delivery and to help design, implement, assess, and evaluate health care interventions to improve health care delivery and outcomes. To achieve expertise as beginning level nurse scientists, students are educated and socialized for their roles both didactically through course work, seminars, and experientially through research assistantships, collaboration with faculty mentors, and independent research. Students receive a strong foundation in scientific inquiry for advancing and disseminating nursing knowledge through research. Critical research focuses on health promotion, management of chronic illness, family health, health disparities, and improving the outcomes of care. The development of nursing science, interdisciplinary collaboration, dissemination of research, and innovative ideas are significant aspects of the program. The program requires a minimum of 93 units of course work. Required courses primarily focus on advanced practice care, nursing science, and research. Students select 12 units of emphasis courses to support the focus or design of their dissertation. Six units per semester is considered full time enrollment, with additional offerings in the intersession and summer session. The BSN to PhD degree may be completed in 4-5 years.

## General Regulations

1. Residency Requirement
   Students must fulfill this requirement by enrolling in:
   1. 12 units of on-campus doctoral coursework during a 12-month period
2. Transfer of Credit
   (See here for more information on Transfer of Graduate Credit). 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
   Students are allowed a maximum of two years from completion of course work to admission to candidacy.

## Program Requirements

**Requisites**

| | | |
|---|---|---|
| **MSN Core** | | **9** |
| MSNC 611 | Foundations of Evidence Based Practice | 3 |
| MSNC 612 | Population Health | 3 |
| MSNC 640 | Introduction to Health Care Information Management | 3 |
| **AGCNS Component** | | **36** |
| APNC 620 | Advanced Pathophysiology | 3 |
| ACNS 621 | Advanced Physical Assessment | 4 |
| ACNS 624 | Advanced Pharmacology | 3 |
| ACNS 619 | CNS Specialty Role and Practice Foundations | 3 |
| ACNS 632 | Adult-Gerontology I: CNS Practice in the Patient Sphere | 3 |
| ACNS 632P | Adult-Gerontology I: CNS Practice in the Patient Sphere Practicum | 3 |
| ACNS 634 | Adult-Gerontology II: CNS Practice in the Nurse Sphere | 3 |
| ACNS 634P | Adult-Gerontology II: CNS Practice in the Nurse Sphere Practicum | 2 |
| ACNS 636 | Adult Gerontology III: CNS Practice in the Organizational/ Systems Sphere | 3 |
| ACNS 636P | Adult Gerontology III: CNS Practice in the Organizational/ Systems Sphere Practicum | 3 |
| ACNS 638 | Adult Gerontology IV: Advanced CNS Practice | 3 |
| ACNS 638P | Adult Gerontology IV: Advanced CNS Practice Practicum | 3 |
| **PhD Core Component** | | **9** |
| **Designed to develop analytical abilities and provide the knowledge base and skills requisite to the development of the nurse scholar.** | | |
| PHDN 601 | Philosophy of Science in Nursing | 3 |
| PHDN 602 | Theory Development in Nursing | 3 |
| PHDN 697 | Seminar in Health Equity and Disparity Research | 3 |
| **PhD Research Core Component** | | **12** |
| **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 608 | Applications of Multivariate Statistics | 3 |
| PHDN 670 | Quantitative Designs in Research | 3 |
| PHDN 673 | Introduction to Qualitative Research: Background, Processes, and Approaches | 3 |
| **PhD Areas of Emphasis** | | **12** |
| **Four graduate courses selected by the student and advisor or their dissertation chair related to the student's specific research topic** | | |
| **PhD Dissertation Component (15 units minimum)** | | **15** |
| PHDN 650 | Nursing Research Seminar | 1 |
| PHDN 651 | Nursing Research Seminar | 1 |
| PHDN 652 | Dissertation Research | 1 |
| PHDN 653 | Dissertation Research | 3 |
| PHDN 654 | Nursing Research Seminar | 3 |
| PHDN 695 | Dissertation | 6 |
| **Total Units** | | 93 |

**Learning Outcomes**
For the **Doctor of Philosophy in Nursing** program, the following learning outcomes must be achieved.

1. Analyze and critique concepts as a basis for theory synthesis and testing that build upon the current state of the science.
2. Formulate a health outcomes-focused nursing research question reflecting a current understanding of the philosophy of science in nursing.
3. Demonstrate a breadth of knowledge in a variety of research methods and expertise in one method.
4. Complete an original nursing research investigation.
5. Critically analyze evidence and provide leadership to advocate for policy change, address social justice and equity in health care at the local, regional, national, and/or global levels.
6. Disseminate dissertation research findings through publications and presentations.

For the **Master of Science in Nursing** program, the following learning outcomes must be achieved.

1. Apply knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.
2. Deliver person-centered care to individuals and significant others based on scientific knowledge to promote positive outcomes and health care equity.
3. Promote population health that spans the healthcare continuum.
4. Engage in scholarship for the nursing discipline to improve health outcomes and transform health care.
5. Provide safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
6. Engage in interprofessional partnerships through Intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Coordinate resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Use informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.
9. Cultivate a sustainable, ethical, professional identity that reflects nursing's attributes and values and self-awareness of implicit bias.
10. Foster participation in activities and self-reflection to nurture personal, professional, and leadership development.

# Post- Graduate Certificate, Adult-Gerontology Clinical Nurse Specialist

## Program Overview

**Program Title**
Post- Graduate Certificate, Adult Gerontology Clinical Nurse Specialist

**Program Type**
Major

**College/School**
Hahn School of Nursing

**Program Level**
Graduate

**Degree Designation**
Graduate Certificate

**Catalog Full Description**
The Post-Graduate Certificate Adult-Gerontology Health Clinical Nurse Specialist (CNS) program is an advanced level of study available to nurses who have already completed a Masters or Doctoral degree in nursing. The Certificate program prepares nurses for an advanced practice registered nurse (APRN) role as an expert in the care of adults. Clinical nurse specialists are one of the four types of advanced practice registered nurses possessing comprehensive knowledge in physiology, pharmacology, and physical assessment, in addition to their area of

specialty (med-surg, critical care, diabetes, oncology, ambulatory care, wound and skin care, etc). Adult – Gerontology Clinical Nurse Specialists are expert clinicians with advanced education in a specialized area of nursing practice who work in a wide variety of health care settings, such as a hospital, private practice, or a clinic. Clinical nurse specialists provide diagnosis, treatment, and ongoing management of patients who are acutely or chronically ill. They also provide expertise and support to nurses caring for patients at the bedside, help drive practice changes throughout the organization, and ensure the use of best practices and evidence-based care to achieve the best possible patient outcomes. CNSs have the skills and expertise to identify gaps in health care delivery and to help design, implement, assess and evaluate health care interventions to improve health care delivery and outcomes. Graduates are eligible for certification as Clinical Nurse Specialists in the State of California and for national certification as Adult Health/ Adult-Gerontology Clinical Nurse Specialists by the American Nurses Credentialing Center and the American Association of Critical Care Nurses (AACN).

## Program Requirements

**Requisites**

| | | |
|---|---|---|
| APNC 620 | Advanced Pathophysiology | 3 |
| ACNS 621 | Advanced Physical Assessment | 4 |
| ACNS 624 | Advanced Pharmacology | 3 |
| ACNS 619 | CNS Specialty Role and Practice Foundations | 3 |
| ACNS 632 | Adult-Gerontology I: CNS Practice in the Patient Sphere | 3 |
| ACNS 632P | Adult-Gerontology I: CNS Practice in the Patient Sphere Practicum | 3 |
| ACNS 634 | Adult-Gerontology II: CNS Practice in the Nurse Sphere | 3 |
| ACNS 634P | Adult-Gerontology II: CNS Practice in the Nurse Sphere Practicum | 2 |
| ACNS 636 | Adult Gerontology III: CNS Practice in the Organizational/ Systems Sphere | 3 |
| ACNS 636P | Adult Gerontology III: CNS Practice in the Organizational/ Systems Sphere Practicum | 3 |
| ACNS 638 | Adult Gerontology IV: Advanced CNS Practice | 3 |
| ACNS 638P | Adult Gerontology IV: Advanced CNS Practice Practicum | 3 |
| **TOTAL** | | **36** |

**Learning Outcomes**

In line with the **Master of Science in Nursing Adult-Gerontology Clinical Nurse Specialist** program, the following learning outcomes must be achieved.

1. Apply knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.
2. Deliver person-centered care to individuals and significant others based on scientific knowledge to promote positive outcomes and health care equity.
3. Promote population health that spans the healthcare continuum.
4. Engage in scholarship for the nursing discipline to improve health outcomes and transform health care.
5. Provide safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
6. Engage in interprofessional partnerships through Intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Coordinate resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Use informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.
9. Cultivate a sustainable, ethical, professional identity that reflects nursing's attributes and values and self-awareness of implicit bias.
10. Foster participation in activities and self-reflection to nurture personal, professional, and leadership development.

# Post-Graduate Certificate, Family Nurse Practitioner

## Program Overview

**Program Title**
Primary Care FNP

**Program Type**
Certificate

**College/School**
Hahn School of Nursing

**Program Level**
Graduate

**Degree Designation**
Graduate Certificate

**Catalog Full Description**
The Post-Graduate Certificate, Family Nurse Practitioner (FNP) program is an advanced level of study available to nurses who have already completed a Masters or Doctoral degree in nursing. This 41-unit program designed for advanced practice nurses seeking to expand their scope of practice to provide comprehensive, patient-centered primary care across the lifespan. As an APRN, nurse practitioners assess patients, order and interpret diagnostic tests, make diagnoses, and initiate and manage treatment plans including prescribing medications. Along with providing skilled clinical services, nurse practitioners bring a comprehensive perspective to healthcare including health promotion, disease prevention, and health education while guiding patients to making smarter health and lifestyle choices. The FNP track prepares graduates with the knowledge and skills necessary to manage acute and chronic health care needs of individuals at all ages.

## Program Requirements

**Requisites**

| | | |
|---|---|---|
| **APRN Core** | | **10** |
| APNC 620 | Advanced Pathophysiology | 3 |
| APNC 621 | Advanced Health Assessment | 4 |
| APNC 623 | Pharmacology in Health Management | 3 |
| **FNP Component** | | **31** |
| NPTC 631 | Primary Care I: Health Promotion and Disease Prevention Across the Lifespan | 3 |
| NPTC 631P | Primary Care I Practicum: Health Promotion and Disease Prevention Across the Lifespan | 4 |
| NPTC 632 | Primary Care II: Common Acute Conditions Across the Lifespan | 4 |
| NPTC 632P | Primary Care II Practicum: Common Acute Conditions Across the Lifespan | 4 |
| NPTC 633 | Primary Care III: Common Chronic Conditions Across the Lifespan | 4 |
| NPTC 633P | Primary Care III Practicum: Common Chronic Conditions Across the Lifespan | 4 |
| NPTC 634 | Primary Care IV: Complex Acute and Chronic Conditions Across the Lifespan | 4 |
| NPTC 634P | Primary Care IV Practicum : Complex Acute and Chronic Conditions Across the Lifespan | 4 |
| **TOTAL** | | **41** |

**Learning Outcomes**

In line with the **Master of Science in Nursing, Family Nurse Practitioner** program, the following learning outcomes must be achieved.

1. Apply knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.

2. Deliver person-centered care to individuals and significant others based on scientific knowledge to promote positive outcomes and health care equity.
3. Promote population health that spans the healthcare continuum.
4. Engage in scholarship for the nursing discipline to improve health outcomes and transform health care.
5. Provide safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
6. Engage in interprofessional partnerships through intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Coordinate resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Use informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.
9. Cultivate a sustainable, ethical, professional identity that reflects nursing's attributes and values and self-awareness of implicit bias.
10. Foster participation in activities and self-reflection to nurture personal, professional, and leadership development.

# Graduate Certificate in Conflict Resolution for Healthcare Leaders (Hahn School of Nursing)

## Program Overview

**Program Title**
Graduate Certificate in Conflict Resolution for Healthcare Leaders

**Program Type**
Major

**College/School**
Hahn School of Nursing

**Program Level**
Graduate

**Degree Designation**
Graduate Certificate

**Catalog Full Description**
**Graduate Certificate in Conflict Resolution for Healthcare Leaders**
The Graduate Certificate in Conflict Resolution for Healthcare Leaders is a 9-unit program designed for healthcare professionals seeking to enhance their ability to lead and work effectively with interprofessional teams. The program provides participants with the skills necessary to navigate and resolve conflicts in diverse healthcare settings, including hospitals, community agencies, and healthcare organizations.

The curriculum integrates evidence-based frameworks and practical tools, emphasizing four key domains of interprofessional collaboration from the Sunnybrook Framework: clinical and professional practice and care, education, research and quality improvement and approaches to leadership. Through case studies, simulations, and applied projects, students will develop expertise in fostering collaboration, improving team dynamics, facilitating difficult conversations, mediating disputes, and implementing conflict resolution strategies. Graduates of this program will be well-prepared to lead with confidence, influence positive organizational change, and ensure the delivery of safe, patient-centered care.

## Program Requirements

**Requisites**

| | | |
|---|---|---|
| **REQUIRED COURSES** | | |
| MSNC 600 | Healthcare Leadership | 3 Units |
| KROC 532 | Negotiations | 3 Units |
| **ELECTIVE COURSES* (Select 1)** | | |
| KROC 53 | Mediation | 3 Units |
| KROC 594 | Organizational Conflict | 3 Units |
| KROC 594 | Facilitation and Dialogue | 3 Units |

**Another elective course may be substituted in its place with approval from the Program Director.*

**Learning Outcomes**

1. Student Learning Outcomes and Assessment Plan

   (include curricular assessment map)

| | HC LEADERSHIP | NEGOTIATIONS | MEDIATION | ORGANIZATIONAL CONFLICT |
|---|---|---|---|---|
| **GLO1** | X | X | X | X |
| **GLO2** | X | X | X | X |
| **GLO3** | X | X | X | X |
| **GLO4** | X | X | X | X |
| **GLO5** | X | X | X | X |
| **GLO6** | X | X | X | X |

# Post-Graduate Psychiatric Mental Health Nurse Practitioner Certificate

## Program Overview

**Program Title**
Psychiatric-Mental Health NP

**Program Type**
Certificate

**College/School**
Hahn School of Nursing

**Program Level**
Graduate

**Degree Designation**
Graduate Certificate

**Catalog Full Description**
The Post-Graduate Certificate, Psychiatric Mental Health Nurse Practitioner (PMHNP) Post-Graduate Program is a 41 unit program designed for advanced practice nurses seeking to expand their scope of practice to provide comprehensive, patient-centered psychiatric mental health care across the lifespan. The Psychiatric-Mental Health Nurse Practitioner (PMHNP) track provides a foundation in the theoretical underpinnings of advanced nursing practice with pediatrics, adolescents, adults, older adults, and their families with psychiatric mental health conditions. The program builds on an advanced practice nursing core curriculum of pathophysiology, physical assessment and diagnosis, and pharmacology, with additional coursework in psychopharmacology and common psychotherapeutic modalities.

## Program Requirements

**Requisites**

| | | |
|---|---|---|
| **APRN Core** | | **10** |
| APNC 620 | Advanced Pathophysiology | 3 |
| APNC 621 | Advanced Health Assessment | 4 |
| APNC 623 | Pharmacology in Health Management | 3 |
| **PMHNP Component** | | **31** |
| NPTC 640 | Psychiatric Assessment for the Advanced Practice Nurse | 3 |
| NPTC 641 | Psychopharmacology and Clinical Management of Psychiatric Disorders | 4 |
| NPTC 641P | Psychopharmacology and Clinical Management of Psychiatric Disorders Practicum | 3 |
| NPTC 642 | Diagnostics and Management of Mental Health Conditions Across the Lifespan I | 3 |
| NPTC 642P | Diagnostics and Management of Mental Health Conditions Across the Lifespan I Practicum | 4 |
| NPTC 643 | Diagnostics and Management of Mental Health Conditions Across the Lifespan II | 3 |
| NPTC 643P | Diagnostics and Management of Mental Health Conditions Across the Lifespan II Practicum | 5 |
| NPTC 644 | Diagnostics and Management of Mental Health Conditions Across the Lifespan III | 2 |
| NPTC 644P | Diagnostics and Management of Mental Health Conditions Across the Lifespan III Practicum | 4 |
| **Total** | | **41** |

**Learning Outcomes**

In line with the **Master of Science in Nursing, Psychiatric Mental Health Nurse Practitioner** program, the following learning outcomes must be achieved.

1. Apply knowledge from nursing, other disciplines, sciences, and liberal arts to advance the practice of professional nursing and promote health equity.
2. Deliver person-centered care to individuals and significant others based on scientific knowledge to promote positive outcomes and health care equity.
3. Promote population health that spans the healthcare continuum.
4. Engage in scholarship for the nursing discipline to improve health outcomes and transform health care.
5. Provide safe, quality care using safety science principles to enhance quality and minimize harm to patients and providers.
6. Engage in interprofessional partnerships through intentional collaboration to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Coordinate resources within a complex health system to provide diverse populations with safe, quality, and equitable care.
8. Use informatics and communication technologies to provide care, gather data, drive decision-making, and support professional practice.
9. Cultivate a sustainable, ethical, professional identity that reflects nursing's attributes and values and self-awareness of implicit bias.
10. Foster participation in activities and self-reflection to nurture personal, professional, and leadership development.

# MBA Business Analytics Concentration

## Program Overview

**Program Title**
Business Analytics

**Program Type**
Major-Dependent Concentration

**College/School**
School of Business

**Program Level**
Graduate

**Degree Designation**
Master of Business Admin

**Catalog Full Description**

## Concentrations

MBA students may focus their elective options in a particular area to earn a concentration by meeting the requirements indicated below. If a student wants to pursue more than one concentration, a maximum of one course may be counted towards two concentrations. Students must observe all prerequisites as listed in the course descriptions. Courses taken towards a concentration also fulfill MBA elective units.

Associated MBAs are:

Business Admin Full Time

Business Administration Flex

Business Administration

Management Science

## Program Requirements

**Requisites**

### Business Analytics Concentration

The Business Analytics concentration helps students develop applied analytical skills in order to make relevant and informed data-driven business decisions. Business analytics is a growing field and business professionals are increasingly asked to use data to make informed decisions. Completion of this concentration will equip students with analytical and business skills that can be applied to many functional business roles. Additionally, this concentration will provide students with a competitive edge when applying for jobs.

Students pursuing this concentration are required to complete at least 12 units of electives as indicated below.

**Required Courses:**

| | | |
|---|---|---|
| GSBA 575 | Database Foundations and Interactive Database Visualization | 3 |
| GSBA 576 | Big Data & Business Analytics | 3 |

**Select at least six units of the following:**

| | | |
|---|---|---|
| GSBA 528 | Business Cycles and Forecasting | 3 |
| GSBA 552 | Marketing Analytics | 3 |
| GSBA 577 | Business Analytics & Digitization | 3 |

# MBA Finance Concentration

## Program Overview

**Program Title**
Finance

**Program Type**
Major-Dependent Concentration

**College/School**
School of Business

**Program Level**
Graduate

**Degree Designation**
Master of Business Admin

**Catalog Full Description**

## Concentrations

MBA students may focus their elective options in a particular area to earn a concentration by meeting the requirements indicated below. If a student wants to pursue more than one concentration, a maximum of one course may be counted towards two concentrations. Students must observe all prerequisites as listed in the course descriptions. Courses taken towards a concentration also fulfill MBA elective units.

Associated MBAs are:

Business Admin Full Time

Business Administration Flex

Business Administration

Management Science

## Program Requirements

**Requisites**

### Finance Concentration

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

Students pursuing this concentration are required to complete at least 12 units of electives as indicated below.

| | | |
|---|---|---|
| **Required Courses** | | |
| GSBA 520 | Advanced Corporate Finance | 3 |
| GSBA 521 | Investments | 3 |
| **Select at least six units of the following:** | | 6 |
| GSBA 513 | Corporate Governance and Values | |
| GSBA 522 | Advanced Seminar in Finance and Investments | |
| GSBA 523 | International Financial Management | |
| GSBA 524 | Entrepreneurial Finance | |
| GSBA 527 | Financial Statement Analysis | |
| GSBA 529 | Derivatives | |
| GSBA 541 | Negotiations for Entrepreneurial Ventures | |
| GSBA 542 | Financial Modeling | |
| GSBA 543 | Global Private Equity Finance | |
| GSBA 584 | Microfinance and Wealth Creation | |
| GSBA 594 | Special Topics (in Finance) | |

**Learning Outcomes**

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# MBA Marketing Concentration

## Program Overview

**Program Title**
Marketing

**Program Type**
Major-Dependent Concentration

**College/School**
School of Business

**Program Level**
Graduate

**Degree Designation**
Master of Business Admin

**Catalog Full Description**

## Concentrations

MBA students may focus their elective options in a particular area to earn a concentration by meeting the requirements indicated below. If a student wants to pursue more than one concentration, a maximum of one course may be counted towards two concentrations. Students must observe all prerequisites as listed in the course descriptions. Courses taken towards a concentration also fulfill MBA elective units.

Associated MBAs are:

Business Admin Full Time

Business Administration Flex

Business Administration

Management Science

## Program Requirements

**Requisites**

### Marketing Concentration

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

Students pursuing this concentration are required to complete at least 12 units of electives as indicated below.

| | | |
|---|---|---|
| **Required Courses** | | |
| GSBA 550 | Marketing Research | 3 |
| **Select at least nine units of the following:** | | 9 |
| GSBA 551 | Seminar in Consumer Behavior | |
| GSBA 553 | Seminar in Global Marketing | |
| GSBA 552 | Marketing Analytics | |
| GSBA 554 | Strategic Marketing | |
| GSBA 555 | Brand Management | |
| GSBA 556 | New Product Development | |
| GSBA 558 | High Technology Marketing | |
| GSBA 557 | Social Media Marketing | |
| GSBA 594 | Special Topics (in Marketing) | |

# MBA Organizational Leadership Concentration

## Program Overview

**Program Title**
Organizational Leadership

**Program Type**
Major-Dependent Concentration

**College/School**
School of Business

**Program Level**
Graduate

**Degree Designation**
Master of Business Admin

**Catalog Full Description**

## Concentrations

MBA students may focus their elective options in a particular area to earn a concentration by meeting the requirements indicated below. If a student wants to pursue more than one concentration, a maximum of one course may be counted towards two concentrations. Students must observe all prerequisites as listed in the course descriptions. Courses taken towards a concentration also fulfill MBA elective units.

Associated MBAs are:

Business Admin Full Time

Business Administration Flex

Business Administration

Management Science

## Program Requirements

**Requisites**

### Organizational Leadership Concentration

Completion of courses towards the Organizational Leadership Concentration will provide students with the knowledge and skills necessary to pursue career opportunities in human resources, project, program and organizational change management.

Students pursuing this concentration are required to complete at least 12 units of any combination of the following electives:

| | | |
|---|---|---|
| GSBA 512 | Negotiations | 3 |
| GSBA 517 | Managing Sustainability with Environmental, Social and Governance (ESG) Factors | 2 |
| GSBA 530 | Human Resources Management | 2 |
| GSBA 531 | Business Leadership and Spirituality | 2 |
| GSBA 532 | International Comparative Management | 2 |
| GSBA 533 | Organization Change and Design | 3 |
| GSBA 534 | Values, Ethics and Corporate Culture | 3 |
| GSBA 535 | Interpersonal and group Dynamics | 3 |
| GSBA 536 | Current Topics in Management Consulting | 2 |
| GSBA 537 | Entrepreneurship | 3 |
| GSBA 538 | Torero Ventures Lab | 4 |
| GSBA 539 | Power & Influence in Organizations | 3 |
| GSBA 541 | Negotiations for Entrepreneurial Ventures | 2 |
| GSBA 578 | Conflict Diagnosis & Dispute Resolution in a Global Business Environment | 3 |
| GSBA 581 | Global Entrepreneurship for Social Change | 2 |
| GSBA 582 | Advanced International Business Negotiations | 2 |
| GSBA 583 | Business and Social Innovation | 2 |
| GSBA 594 | Special Topics (in Organizational Leadership) | 1-4 |

# MBA Supply Chain Management Concentration

## Program Overview

**Program Title**
Supply Chain Management

**Program Type**
Major-Dependent Concentration

**College/School**
School of Business

**Program Level**
Graduate

**Degree Designation**
Master of Business Admin

**Catalog Full Description**

## Concentrations

MBA students may focus their elective options in a particular area to earn a concentration by meeting the requirements indicated below. If a student wants to pursue more than one concentration, a maximum of one course may be counted towards two concentrations. Students must observe all prerequisites as listed in the course descriptions. Courses taken towards a concentration also fulfill MBA elective units.

Associated MBAs are:

Business Admin Full Time

Business Administration Flex

Business Administration

Management Science

## Program Requirements

**Requisites**

### Supply Chain Management Concentration

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.

Students pursuing this concentration are required to complete at least 12 units of electives as indicated below.

| | | |
|---|---|---|
| **Required Courses** | | |
| GSBA 560 | Supply Chain Strategy and Design | 3 |
| **Select at least six units of the following:** | | 6 |
| GSBA 561 | Global Purchasing and Supply Management | |
| GSBA 562 | Strategic Cost Management | |
| GSBA 563 | Sustainable Global Supply Chain Management | |
| GSBA 564 | Operations and Supply Chain Strategy and Tools | |
| GSBA 565 | Logistics and Distribution Management | |
| GSBA 594 | Special Topics (in Supply Chain Management) | |
| **Select at most three units of the following:** | | 3 |
| GSBA 511 | Managerial Accounting | |
| GSBA 512 | Negotiations | |
| GSBA 528 | Business Cycles and Forecasting | |
| GSBA 570 | Program/Project Management | |

**Learning Outcomes**

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# MBA Entrepreneurship Concentration

## Program Overview

**Program Title**
Entrepreneurship & Innovation

**Program Type**
Major-Dependent Concentration

**College/School**
School of Business

**Program Level**
Graduate

**Degree Designation**
Master of Business Admin

**Catalog Full Description**

## Concentrations

MBA students may focus their elective options in a particular area to earn a concentration by meeting the requirements indicated below. If a student wants to pursue more than one concentration, a maximum of one course may be counted towards two concentrations. Students must observe all prerequisites as listed in the course descriptions. Courses taken towards a concentration also fulfill MBA elective units.

Associated MBAs are:

Business Admin Full Time

Business Administration Flex

Business Administration

Management Science

### Program Requirements

**Requisites**

### Entrepreneurship Concentration

The Entrepreneurship Concentration 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 concentration 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 concentration are required to complete at least 12 units of electives as indicated below.

| **Required Courses** | | |
|---|---|---|
| GSBA 524 | Entrepreneurial Finance | 3 |
| GSBA 537 | Entrepreneurship | 3 |
| **Select at least 6 units of the following:** | | 6 |
| GSBA 533 | Organization Change and Design | 3 |
| GSBA 538 | Torero Ventures Lab | 3 |
| GSBA 541 | Negotiations for Entrepreneurial Ventures | 2 |
| GSBA 556 | New Product Development | 3 |
| GSBA 580 | Global Innovation | 3 |
| GSBA 581 | Global Entrepreneurship for Social Change | 2 |
| GSBA 594 | Special Topics (in Entrepreneurship) | |

# Academy for Catholic Teaching

## Program Overview

**Program Title**
Academy Catholic Teaching

**Program Type**
Major-Dependent Concentration

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Master of Education

**Catalog Full Description**
Academy of Catholic Teaching (ACT) is an innovative three-year collaborative program that creates pathways for inspired education students to teach by example in San Diego's K-12 Catholic schools.

ACT is designed to provide K-12 school teacher in Catholic schools with rigorous coursework, field experiences that build towards earning a Dual Teaching Credential (MEd in Curriculum and Instruction with a Multiple Subject or Single Subject Credential and Education Specialist Credential), involvement within the Catholic community, and spiritual development.

## Program Requirements

**Requisites**

## Requirements for the Academy of Catholic Teaching

| | | |
|---|---|---|
| EDTE 500P | Diversity, Inclusion & Schooling | 3 |
| EDTE 501P | Methods for Language & Literacy | 3 |
| EDTE 502P | Elementary Methods I: Math & Science | 3 |
| or EDTE 504P | Secondary Methods I | |
| EDTE 503P | Elementary Methods II: Humanities | 3 |
| or EDTE 505P | Secondary Methods II: Social Science | |
| or EDTE 506P | Secondary Methods II: Science | |
| or EDTE 507P | Secondary Methods II: Mathematics | |
| or EDTE 508P | Secondary Methods II: English | |
| or EDTE 509P | Secondary Methods II: World Language | |
| EDTE 510P | Educational Psychology | 3 |
| EDTE 511P | Equity & Advocacy in Educational Systems | 3 |
| EDTE 512P | Methods for Multilingual Learners | 3 |
| EDTE 513P | Positive Behavior Supports for Family, School, and Community Engagement | 3 |
| EDTE 514 | Educational Research Methods | 3 |
| EDTE 515S | Capstone Seminar | 3 |
| EDTE 516 | Technology & Learning | 3 |
| EDTE 517P | Assessment: Pre-Referral to Collaborative Support | 3 |
| EDTE 529 | Theology and Catholic Education | 3 |
| EDTE 554F | Education Specialist Student Teaching and Seminar - Mild Moderate | 3 |
| EDUC OR EDTE ELECTIVE | Course EDUC OR EDTE ELECTIVE Not Found (500:599 or Study Abroad Course) | 3 |
| EDTE 558P | Field Support<br>*(Course is repeated over four (4) semesters for a total of 2 units. Variable units are available to account for basic field support and more intensive field support based on need, consult with your ACT advisor for more details.)* | .5 |
| EDTE 558P | Field Support<br>*(Course is repeated over four (4) semesters for a total of 2 units. Variable units are available to account for basic field support and more intensive field support based on need, consult with your ACT advisor for more details.)* | .5 |
| EDTE 558P | Field Support<br>*(Course is repeated over four (4) semesters for a total of 2 units. Variable units are available to account for basic field support and more intensive field support based on need, consult with your ACT advisor for more details.)* | .5 |
| EDTE 558P | Field Support<br>*(Course is repeated over four (4) semesters for a total of 2 units. Variable units are available to account for basic field support and more intensive field support based on need, consult with your ACT advisor for more details.)* | .5 |

| | | |
|---|---|---|
| EDTE 559F | CalTPA Seminar | 1-1.5 |
| **Total Units** | | **48-48.5** |

Grades of B- or better are required in all credential courses, including student teaching.

### International Requirement

At SOLES, all masters and doctoral students participate in an international experience designed to support the growth of cultural competency. Our goal is to inform best practices in working with culturally diverse populations locally, nationally and globally. International experiences are approved by each student's faculty advisor and can be credit based or non-credit based activities.

### Exit Requirement - Masters

Capstone Research Project

### Exit Requirement - Credential

California Teacher Performance Assessment (CalTPA) or Education Specialist CalTPA

## Residency Teaching Program Pathway

### Program Overview

**Program Title**
Residency Teaching Pgrm Path

**Program Type**
Major-Dependent Concentration

**College/School**
School of Leadership & Educ.

**Program Level**
Graduate

**Degree Designation**
Master of Education

**Catalog Full Description**
The residency program is a pathway to earning dual credentials (multiple-subject and education specialist OR single-subject and education specialist) and an MEd, designed to increase the diversity of educators in the San Diego Unified School District. The residency provides a year-long co-teaching experience that builds professional practice through a preservice clinical model guided by a high-quality mentor teacher and rooted in culturally sustaining pedagogy and equity consciousness. Those selected for a residency in the district receive a stipend.

### Program Requirements

**Requisites**

### Degree Requirements

| | | |
|---|---|---|
| **Summer I** | | |
| EDTE 500P | Diversity, Inclusion & Schooling | 3 |
| EDTE 511P | Equity & Advocacy in Educational Systems | 3 |
| EDTE 523P | Residency: Elementary Methods IA: Math & Science | 1.5 |
| or EDTE 525P | Residency: Secondary Methods IA | |
| EDTE 557F | Residency Seminar | 1 |
| **Fall I** | | |
| EDTE 501P | Methods for Language & Literacy | 3 |
| EDTE 513P | Positive Behavior Supports for Family, School, and Community Engagement | 3 |
| EDTE 514 | Educational Research Methods | 3 |
| EDTE 524P | Residency: Elementary Methods IB: Math & Science | 1.5 |
| or EDTE 526P | Residency: Secondary Methods IB | |
| EDTE 557F | Residency Seminar | 1 |
| **Intersession I** | | |
| EDTE 516 | Technology & Learning | 3 |
| **Spring I** | | |
| EDTE 503P | Elementary Methods II: Humanities | 3 |
| or EDTE 505P | Secondary Methods II: Social Science | |
| or EDTE 506P | Secondary Methods II: Science | |
| or EDTE 507P | Secondary Methods II: Mathematics | |
| or EDTE 508P | Secondary Methods II: English | |
| or EDTE 509P | Secondary Methods II: World Language | |
| EDTE 512P | Methods for Multilingual Learners | 3 |
| EDTE 517P | Assessment: Pre-Referral to Collaborative Support | 3 |
| EDTE 527S | Residency: Capstone Seminar A | 1.5 |
| EDTE 557F | Residency Seminar | 1 |
| **Summer II** | | |
| EDTE 528S | Residency: Capstone Seminar B | 1.5 |
| EDUC OR EDTE ELECTIVE | Course EDUC OR EDTE ELECTIVE Not Found (500:599 or Study Abroad Course) Consult with Advisor | 3 |
| **Total Units** | | **39** |

# All Courses

## AAI500 - Probability and Statistics for Artificial Intelligence

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
AAI

**Course Number**
500

**Course Description**
This course is an introduction to probability and statistical concepts and their applications in solving real-world problems, as well as an introduction to coding in Python. This introductory course provides a solid background in the application of probability and statistics that will form the basis for advanced AI methods. Statistical concepts, probability theory, random and multivariate variables, data

and sampling distributions, descriptive statistics, and hypothesis testing will be covered. In addition, the use of Python for the performance of basic statistics will be covered in this course. Covered topics include the numerical and graphical description of data, elements of probability, sampling distributions, probability distribution functions, estimation of population parameters, and hypothesis tests. This course will combine the learnings from texts, case studies, and standard organizational processes with practical problem-solving skills to present, structure, and plan the problem as it would be presented in large enterprises and execute the steps in a structured analytics process. Team collaboration, professional presenting, and academic writing will be covered as well through a final team project.

### Credit Hours

**Min:**
3

## AAI501 - Introduction to Artificial Intelligence

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
AAI

**Course Number**
501

**Course Description**
Recent advances in big data, computational power, smart homes, and autonomous vehicles have rendered artificial intelligence (AI) as a major technological revolution in engineering and computer science. The goal of this course is to introduce students to the fundamental principles, techniques, challenges, and applications of AI, machine learning, and natural language processing. Topics covered include heuristic search and optimization techniques, genetic algorithms, machine learning, neural networks, and natural language understanding. Several applications of AI will be explored, including computer vision, pattern recognition, image processing, biomedical systems, Internet of Things, and robotics.

### Credit Hours

**Min:**
3

## AAI510 - Machine learning: Fundamentals and Applications

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
AAI

**Course Number**
510

**Course Description**
Machine learning (ML) is an interdisciplinary field that is focused on building models by algorithmic processing of data with minimal assumptions about the nature of the data. The models may be used to understand a process, make informed projections, or automate decisions. The field combines principles from statistics, computer science, and application domains. The application domains range across engineering, manufacturing, medicine, commerce, research, etc. This class will introduce students to the fundamental concepts and algorithms for machine learning. Students will learn fundamental concepts such as data cleaning and transformation, feature engineering, modeling training, validation and testing, overfitting, underfitting, and model evaluation. They will learn supervised learning algorithms such as regression, support vector machines, etc; and unsupervised learning algorithms such as k-means, Principal Component Analysis (PCA), and hierarchical clustering. Time series analysis will be briefly covered as well. Students will learn to appreciate and be sensitive to ethical issues affecting the use of machine learning in society. Prerequisites: AAI 500 and AAI 501

### Credit Hours

**Min:**
3

## AAI511 - Neural Networks and Deep Learning

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
AAI

**Course Number**
511

**Course Description**
Neural networks have enjoyed several waves of popularity over the past half-century. The many applications of neural networks include apps that identify people in photos, automated vision systems for large-scale object recognition, smart home appliances that recognize continuous, natural speech, self-driving cars, and software that translates from any language to any other language. In this course, students will learn the fundamental principles and concepts of neural networks and state-of-the-art approaches to deep learning using in-demand Python packages, such as TensorFlow and PyTorch. Students will learn to design neural network architectures and training methods using hands-on assignments and will perform comprehensive final projects in this course. Prerequisites: AAI 500 and AAI 501

### Credit Hours

**Min:**
3

## AAI520 - Natural Language Processing and GenAI

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
AAI

**Course Number**
520

**Course Description**
This course is focused on understanding a variety of ways to represent human language as computational systems and how to exploit those representations to develop programs for translation, summarization, extracting information, question answering, natural interfaces to databases, and conversational agents. This course will include concepts central to Machine Learning (discrete classification, probability models) and to Linguistics (morphology, syntax, semantics). Students will learn computational treatments of words, sounds, sentences, meanings, and conversations. Students will understand how probabilities and real-world text data can help. The course covers some high-level formalisms (e.g., regular expressions) and tools (e.g., Python) that can greatly simplify prototype implementation. Students will learn techniques to address the social impact of natural language processing, such as demographic bias, exclusion, and overgeneralization. Prerequisites: AAI 500 and AAI 501

### Credit Hours

**Min:**
3

## AAI521 - Applied Computer Vision for AI

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
AAI

**Course Number**
521

**Course Description**
This course provides an introduction to computer vision. Computer vision uses a combination of traditional AI, machine learning, image processing, and mathematical theories to provide ways of programming a computer to understand visual imagery, whether a static picture, stereo vision for a robot, or motion from video. Topics covered include fundamentals of feature detection and extraction, motion estimation and tracking, image processing, and object and scene recognition. Students will learn fundamental concepts of computer vision as well

as gain hands-on experience in solving real-world vision problems. A variety of tools will be introduced in this course, but the main focus will be on Python and OpenCV, as well as TensorFlow and Keras. Prerequisites: AAI 500 and AAI 501

### Credit Hours

**Min:**
3

## AAI530 - Data Analytics and Internet of Things

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
AAI

**Course Number**
530

**Course Description**
Recent advances in smart devices and technologies have enabled cars, smartphones, TVs, refrigerators, and several other devices to be connected to each other to build, operate, and manage the physical world. The Internet of Things (IoT) has significant potential to impact how individuals live and work by providing the tools necessary for innovative decision-making. The application of AI in IoT requires an understanding of machine learning algorithms, sensors, networking, and data analytics. To prepare our students as forerunners in AI, this course will introduce and practice a wide range of topics in the broad areas of IoT and data analytics and provide hands-on learning experiences and real-world applications. In addition, students will acquire knowledge of the ethics and law in IoT-enabled systems. Concepts in IoT ethics, such as data security, privacy, trustworthiness, and transparency of data, will be discussed in detail. Prerequisites: AAI 500 and AAI 501

### Credit Hours

**Min:**
3

## AAI531 - Applied Artificial Intelligence Ethics

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
AAI

**Course Number**
531

**Course Description**
This course explores the ethical, social, and environmental implications of Artificial Intelligence (AI) and related technologies through the lens of core ethical principles, including human dignity, bias, fairness, privacy, safety, explainability (XAI), transparency, responsibility, and governance. Through theoretical discussions, real-world case studies, and hands-on labs, students will examine how AI systems can be designed to mitigate bias, enhance transparency, and protect user privacy while also considering AI's environmental impact, including its role in electronic waste, energy consumption, and resource extraction.
Students will investigate AI's broader social, political, and economic effects, such as labor displacement, economic inequality, and systemic bias reinforcement. The course also examines how AI-driven technologies can perpetuate global power imbalances and disproportionately impact communities. To provide a structured ethical foundation, students will explore philosophical frameworks that inform AI ethics, enabling them to evaluate the ethical dimensions of AI decision-making. Through hands-on practice, students will learn to measure bias using fairness metrics, implement bias mitigation strategies, and apply XAI techniques to improve AI model transparency and accountability. They will also be introduced to ethics impact assessments, guiding them in identifying key stakeholders and evaluating risks and unintended consequences of AI systems. By engaging with real-world case studies, students will critically analyze AI's impact, assess international regulatory frameworks, and explore governance strategies to ensure AI operates within ethical and legal boundaries.
By the end of the course, students will be equipped with both theoretical knowledge and practical skills to navigate the ethical complexities of AI development and deployment. They will learn to critically assess AI's societal role and adapt their approach to AI innovation in ways that prioritize equity, accountability, and sustainability. Prerequisites: AAI 500 and AAI 501

### Credit Hours

**Min:**
3

## AAI540 - Machine Learning Operations

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
AAI

**Course Number**
540

**Course Description**
Interest in and usage of Machine Learning systems has increased dramatically in recent years. More and more innovative products and research rely on Machine Learning systems that leverage data to make predictions and identify trends. However - as with many cutting-edge fields - Machine Learning systems are often implemented improperly. As a result, many Machine Learning systems are unreliable, inefficient, or even useless. Machine Learning Operations (MLOps) is a methodology whose goal is to design, build, deploy, and maintain machine learning models properly. MLOps combines practices from Machine Learning, Data Engineering, and DevOps to ensure that Machine Learning models and algorithms are reliable, efficient, and - most importantly - useful. This course will introduce students to the key concepts of MLOps and a holistic method of designing suitable ML systems. Students will learn and perform the best practices for building Machine Learning systems with hands-on learning experiences and real-world applications. While students will learn about and implement some Machine Learning algorithms in this course, this course is not intended to teach them about the field of Machine Learning. Rather, students will learn how to properly design Machine Learning systems throughout the entire lifecycle. Prerequisites: AAI 510, AAI 511, AAI 520, AAI 521, AAI 530, and AAI 531

### Credit Hours

**Min:**
3

## AAI541 - Capstone Project

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
AAI

**Course Number**
541

**Course Description**
In this course, students learn how the knowledge and skills acquired in the Masters program can be directly applied to develop AI enabled systems. Students will apply skills acquired in the program to effectively address ethical, moral, and social issues in their design process. Students work in teams and participate in the identification of a problem, develop a project proposal outlining an approach to the problem's solution, implement the proposed solution, and test or evaluate the result. Prerequisites: AAI 500, AAI 501.

### Credit Hours

**Min:**
3

## AAI590 - Capstone Project

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
AAI

**Course Number**
590

**Course Description**
In this course, students learn how the knowledge and skills acquired in the Master's program can be directly applied to develop AI-enabled systems. Students will apply skills acquired in the program to effectively address ethical, moral, and social issues in their design process. Students work in teams and participate in the identification of a problem, develop a project proposal outlining an approach to the problem's solution, implement the proposed solution, and test or evaluate the result in this Capstone using tools and technologies that were taught through the entire program. Prerequisites: AAI 510, AAI 511, AAI 520, AAI 521, AAI 530, and AAI 531

### Credit Hours
**Min:**
3

## AAI594 - Special Topics in Artificial Intelligence

### General
**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
AAI

**Course Number**
594

**Course Description**
This is a special topics course discussing areas of interest in artificial intelligence. This course may be repeated for credit with a different topic. Prerequisites: AAI 500 and AAI 501

### Credit Hours
**Min:**
1

**Max:**
6

## AAI598 - Practicum in Applied Artificial Intelligence

### General
**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
AAI

**Course Number**
598

**Course Description**
In this course, students will engage in an applied learning experience working for a business, government, or nonprofit organization. Students may be focusing on an individual project or employer-designated internship program.

### Credit Hours
**Min:**
1

## ABRD700 - Study Abroad - Doctoral Level

### General
**College/School**
Arts & Sciences

**Course Subject Code**
ABRD

**Course Number**
700

**Course Description**
na

### Credit Hours
**Min:**
1

**Max:**
15

## ACNS521 - Advanced Physical Assessment

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ACNS

**Course Number**
521

**Course Description**
Explores theoretical and clinical practice principles of advanced physical assessment of all human systems. Uses advanced assessment techniques, concepts, and approaches for comprehensive data gathering, analysis, and documentation including history taking and physical examination. Differentiates abnormalities from common normal variations characteristic of various developmental, cultural, and ethnic groups. Laboratory-based practicum experiences provide the opportunity for the integration of theory with role responsibilities specific to physical assessment. Prerequisite: APNC 520 Advanced Pathophysiology.

### Credit Hours
**Min:**
4

## ACNS524 - Advanced Pharmacology

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ACNS

**Course Number**
524

**Course Description**
Explores the theoretical and clinical practice principles needed to assess, manage, and recommend treatment plans, utilizing broad categories of pharmacologic agents, for common and complex health problems in a safe, high quality, and cost-effective manner. Emphasizes the application of pharmacotherapeutics, pharmacodynamics, pharmacokinetics, and pharmacogenomics skills into clinical practice. Prerequisites: APNC 520 Advanced Pathophysiology.

### Credit Hours
**Min:**
3

## ACNS600 - Transition to CNS Practice

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ACNS

**Course Number**
600

**Course Description**
Focuses on the transition of the Adult-Gerontology Clinical Nurse Specialist (AG-CNS) into clinical practice. Explores the pathway to CNS certification/licensure, job preparation, and succeeding in practice settings. Examines the concept of imposter syndrome and methods for overcoming it.

### Credit Hours
**Min:**
1

## ACNS601 - Specialty Population Immersion I

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ACNS

**Course Number**
601

**Course Description**
This course expands on the application of the role of the Adult-Gerontology Clinical Nurse Specialist at the population foci level. Emphasis is placed on care of patients throughout the life span experiencing complex health problems. Clinical experience provides the student an opportunity to apply didactic course concepts in a variety of settings at the population foci level. Population foci offered: Intensive care, emergency care, oncology, progressive care, rehabilitation, post-anesthesia care, or other area of clinical interest. Prerequisites: ACNS 632P

### Credit Hours
**Min:**
1

## ACNS602 - Specialty Population Immersion II

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ACNS

**Course Number**
602

**Course Description**
This course expands on the application of the role of the Adult-Gerontology Clinical Nurse Specialist at the population foci level. Emphasis is placed on the in-depth analysis and application of the theoretical basis for care of patients throughout the life span experiencing complex health problems within a given population foci. Population foci offered: Intensive care, emergency care, oncology, progressive care, rehabilitation, post-anesthesia care, or other area of clinical interest. Prerequisites: ACNS 632P

### Credit Hours
**Min:**
1

## ACNS603 - Specialty Population Immersion III

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ACNS

**Course Number**
603

**Course Description**
This course expands on the application of the role of the Adult-Gerontology Clinical Nurse Specialist at the population foci level. Emphasis is placed on care of patients throughout the life span experiencing complex health problems and preparation for successful certification (AACN and ANCC) examination after graduation. Population foci offered: Intensive care, emergency care, oncology, progressive care, rehabilitation, post-anesthesia care, or other area of clinical interest. Prerequisites: ACNS 632P

### Credit Hours
**Min:**
1

## ACNS619 - CNS Specialty Role and Practice Foundations

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ACNS

**Course Number**
619

**Course Description**
This course introduces the clinical nurse specialist (CNS) role with a practice focus on adults and older adults within a health trajectory from wellness to acute care. The theoretical foundations of reflective, evidence-based advanced practice are examined. The spheres of impact and core competencies for CNS practice are explored, as well as the value and impact of the CNS role on patient care outcomes, nurse satisfaction, and the overall health system. The concepts of clinical judgment, compassionate care, ethics, and evidence-based practice are emphasized. Prerequisites: None

### Credit Hours
**Min:**
3

## ACNS621 - Advanced Physical Assessment

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ACNS

**Course Number**
621

**Course Description**
This course focuses on applying diverse sources of scientific knowledge and clinical practice principles in the performance of a comprehensive assessment required in advanced practice nursing. Advanced assessment techniques, concepts, and approaches for comprehensive data gathering, analysis, and documentation, including history taking and physical examination, are utilized to develop an interprofessional plan of care with evidence-based interventions. Explores genetic/ genomic, pharmacogenetic, and environmental exposure influences on assessment across the life span. The concepts of clear communication, caring relationships, and self-care management are emphasized. Prerequisites: None

### Credit Hours
**Min:**
4

## ACNS624 - Advanced Pharmacology

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ACNS

**Course Number**
624

**Course Description**
This course focuses on the clinical reasoning and application of pharmacotherapeutics, pharmacodynamics, pharmacokinetics, and pharmacogenomics required in advanced practice nursing. Explores genetic/ genomic, pharmacogenetic, and environmental influences on pharmacologic therapy. Translation and synthesis of diverse sources of evidence and theories utilized to inform advanced practice nursing decisions in practice is emphasized. Prerequisites: None

### Credit Hours
**Min:**
3

## ACNS632 - Adult-Gerontology I - CNS Practice in the Patient Sphere

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ACNS

**Course Number**
632

**Course Description**
This course focuses on the role of the Clinical Nurse Specialist (CNS) within the patient sphere, emphasizing direct interaction with patients, families, and groups to promote health and well-being and improve the quality of life. A holistic perspective on advanced nursing management encompassing health, illness, and disease states, focusing on adults throughout their lifespan, is explored. Theoretical concepts guiding the management of patients along the continuum of care are examined. The concepts of clinical judgment, compassionate care, communication, evidence-based practice, social determinants of health, and diversity, equity, and inclusion are emphasized. Co-Requisites: ACNS 632P (ACNS 632 and ACNS 632P must be taken concurrently)

### Credit Hours

**Min:**
3

## ACNS632P - Adult-Gerontology I: CNS Practice in Individual Patient Sphere Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
ACNS

**Course Number**
632P

**Course Description**
In collaboration with community partners and aligning with the mission, vision, and values of the University of San Diego, this practicum provides an in-depth experience into the role of the clinical nurse specialist (CNS) within the patient sphere, emphasizing direct interaction with patients, families, and groups to promote health and improve the quality of life. The application of theoretical concepts in advanced nursing practice in managing patients along the continuum of care from wellness to illness is explored. The concepts of clinical judgment, compassionate care, communication, ethics, evidence-based practice, diversity, equity, and inclusion are emphasized. Co-Requisites: ACNS 632 (ACNS 632 and ACNS 632P must be taken concurrently)

### Credit Hours

**Min:**
3

**Max:**
4

## ACNS634 - Adult-Gerontology II: CNS Practice in the Nurse Sphere

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
ACNS

**Course Number**
634

**Course Description**
This course focuses on the role of the Clinical Nurse Specialist (CNS) within the nurse sphere, emphasizing the advancement of nursing practice and policy to improve patient outcomes. Emphasis is on the theoretical concepts of the nurse sphere including nursing effectiveness, efficiency, cost-effectiveness, and contributions to patient safety, satisfaction, and quality of care. Concepts of clinical judgment, a culture of safety, communication, technology integration, evidence-based practice, social determinants of health, and diversity, equity, and inclusion are emphasized. Prerequisites: ACNS 619, ACNS 632, ACNS 632P Co-Requisites: ACNS 634P (ACNS 634 and ACNS 634P must be taken together)

### Credit Hours

**Min:**
3

## ACNS634P - Adult-Gerontology II: CNS Practice in the Nurse Sphere Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
ACNS

**Course Number**
634P

**Course Description**
In collaboration with community partners and aligning with the mission, vision, and values of the University of San Diego, this practicum provides an in-depth experience into the role of the clinical nurse specialist (CNS) within the nurse sphere, emphasizing the advancement of nursing practice and policy to improve patient outcomes. The application of theoretical concepts in advanced nursing practice in the nurse sphere including nursing effectiveness, efficiency, cost-effectiveness, and contributions to patient safety, satisfaction, and quality of care. The concepts of clinical judgment, a culture of safety, communication, technology integration, evidence-based practice, social determinants of health, and diversity, equity, and inclusion are emphasized. Prerequisites: ACNS 619, ACNS 632, ACNS 632P Co-Requisites: ACNS 634 (ACNS 634 and ACNS 634P must be taken concurrently)

### Credit Hours

**Min:**
2

**Max:**
3

## ACNS636 - Adult Gerontology III: CNS Practice in the Organizational/Systems Sphere

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
ACNS

**Course Number**
636

**Course Description**
This course concentrates on the role and activities of the Clinical Nurse Specialist (CNS) within the Organizational/System sphere. Exploration of the theoretical basis of change management and advanced communication skills leads to the design of evidence-based interventions to improve patient care and prevent harm. Students gain awareness of organizational and regulatory influences that drive safety, fiscal and workforce decisions. The importance of the interprofessional team in optimizing care through innovations in structure and process is highlighted along the continuum of care. As change projects are developed, the CNS student identifies potential ethical and policy issues that may influence strategy and create opportunities for advocacy. Prerequisites: ACNS 619, ACNS 632, ACNS 632P, ACNS 634, ACNS 634P Co-Requisites: ACNS 636P (ACNS 636 and ACNS 636P must be taken concurrently)

### Credit Hours

**Min:**
3

## ACNS636P - Adult Gerontology III: CNS Practice in the Organizational/Systems Sphere Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
ACNS

**Course Number**
636P

**Course Description**
In collaboration with community partners, this practicum concentrates on complex skills and activities of the Clinical Nurse Specialist (CNS) within the Organizational/System sphere. Through interactions with the interdisciplinary team and all levels of leadership, students learn the structures and processes necessary to provide

safe care at the highest level of quality possible. Practical experience analyzing data, resources and policy produces an in-depth view of ethical, legal and interpersonal influences on patient care. Students gain perspectives on the diversity of populations and gaps in care as evidence-based change projects are implemented and evaluated. Prerequisites: ACNS 619, ACNS 632, ACNS 632P, ACNS 634, ACNS 634P Co-Requisites: ACNS 636 (ACNS 636 and 636P must be taken concurrently)

### Credit Hours

**Min:**
3

**Max:**
4

## ACNS638 - Adult Gerontology IV: Advanced CNS Practice

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
ACNS

**Course Number**
638

**Course Description**
This course focuses on mastery of clinical nurse specialist (CNS) practice and scholarship. Emphasis is placed on implementation of evidence-based strategies to improve patient care across the continuum. Development of leadership and scholarly activities is facilitated by knowledge of and participation in systems-level intervention and interdisciplinary collaboration. Prerequisites: ACNS 619, ACNS 632, ACNS 632P, ACNS 634, ACNS 634P, ACNS 636, ACNS 636P Co-Requisites: ACNS 638P (ACNS 638 and ACNS 638P must be taken concurrently)

### Credit Hours

**Min:**
3

## ACNS638P - Adult Gerontology IV: Advanced CNS Practice Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
ACNS

**Course Number**
638P

**Course Description**
In collaboration with community partners, this practicum focuses on the mastery of clinical nurse specialist (CNS) roles and spheres of influence across the care continuum. Further development of leadership across systems is facilitated through interprofessional collaboration to facilitate patient-centered care. Completion and dissemination of the evidence-based practice capstone project demonstrates integration of theory and advanced practice nursing knowledge at the clinical site. Prerequisites: ACNS 619, ACNS 632, ACNS 632P, ACNS 634, ACNS 634P, ACNS 636, ACNS 636P Co-Requisites: ACNS 638 (ACNS 638 and ACNS 638P must be taken concurrently)

### Credit Hours

**Min:**
3

**Max:**
5

## ACNS639 - CNS Palliative Care Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
ACNS

**Course Number**
639

**Course Description**
Provides an in-depth experience into the role of the Palliative Care CNS with the practice focus on adults 20 years and older. Emphasizes advanced nursing skills in assessment, symptom management, and psychosocial care to patients and family with serious health conditions. Stresses advocacy for those patients at the end of life requiring palliative care and hospice. Focuses on the interdisciplinary health care team in providing a collaborative plan of care. Prerequisites: PHDN 688.

### Credit Hours

**Min:**
2

## ADS500A - Probability and Statistics for Data Science

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ADS

**Course Number**
500A

**Course Description**
This course is an introduction to probability and statistical concepts and their applications in solving real-world problems. This prerequisite course provides a solid background in the application of probability and statistics that will form the basis for advanced data science methods. Statistical concepts, probability theory, random and multivariate variables, data and sampling distributions, descriptive statistics, and hypothesis testing will be covered. The use of computer-based applications for the performance of basic statistics will be utilized. Covered topics include the numerical and graphical description of data, elements of probability, sampling distributions, probability distribution functions, estimation of population parameters, and hypothesis tests. This course will combine the learnings from texts, case studies, and standard organizational processes with practical problem-solving skills to present, structure, and plan the problem as it would be presented in large enterprises and execute the steps in a structured analytics process.

### Credit Hours

**Min:**
3

## ADS500B - Data Science Programming

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ADS

**Course Number**
500B

**Course Description**
This course is an introduction to fundamental concepts of programming and problem-solving techniques for data science. Python and R are the languages used to analyze and deliver insights from real-world datasets. Topics include the basics of Python and R, data acquisition, integration and transformation, problem understanding, data preparation, standardization, and exploratory data analysis. In addition, command line tools and editors are explored in UNIX, and methods to access and analyze RDBMS databases are examined. The course ends with introducing students to the basics of machine learning models.

### Credit Hours

**Min:**
3

## ADS501 - Foundations of Data Science and Data Ethics

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ADS

**Course Number**
501

**Course Description**
This course covers an introduction to the methods, concepts, and ethical considerations found and practiced in the field of professional data science. Topics include defining and structuring the problem, managing the business, the CRISP-DM and Agile processes, ensuring the science in data science using the scientific method, project management, managing ethical concerns and model bias, and the importance of performing exploratory data analysis. This course will combine the learnings from case studies, texts, and standard organizational processes with practical problem-solving skills to present, structure, plan, and present the problem as it would be done in large enterprises, including executing steps in the data science work-stream. Prerequisites: ADS 500A and ADS 500B. Both ADS 500A and ADS 500B can be waived by the Academic Director based on an evaluation of the student's professional background and academic history.

### Credit Hours

**Min:**
3

## ADS502 - Applied Data Mining

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ADS

**Course Number**
502

**Course Description**
Data Mining is one of the most important topics in the data science field. This course discusses theoretical concepts and practical algorithms for both supervised and unsupervised learning techniques. The course provides data mining principles, methods, and applications with a variety of integrated theoretical and practical examples in classification, association analysis, cluster analysis, and anomaly detection. This course also includes applied examples associated with each topic in data mining using R and Python programming languages. Prerequisites: ADS 500A and ADS 500B. Both ADS 500A and ADS 500B can be waived by the Academic Director based on an evaluation of the student's professional background and academic history.

### Credit Hours

**Min:**
3

## ADS503 - Applied Predictive Modeling

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ADS

**Course Number**
503

**Course Description**
This course provides a working knowledge of applied predictive modeling. Students will obtain a broad understanding of model training, evaluations, and development procedures with a wide variety of applications to real-world problems. This course introduces best practices for managing data science projects and presenting analytical results to technical and non-technical audiences. Course topics include linear and non-linear regression modeling methods, linear and non-linear classification modeling methods, model selection, variable importance, variable selection and model applications, code, and R package management using RStudio. Prerequisites: ADS 501 and ADS 502

### Credit Hours

**Min:**
3

## ADS504 - Machine Learning and Deep Learning for Data Science

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ADS

**Course Number**
504

**Course Description**
This course covers the study of supervised and unsupervised algorithms in the Machine Learning context. Emphasis on formulating, choosing, applying, implementing, and evaluating machine learning models to capture key patterns exhibited in cross-sectional data and longitudinal data. This course also discusses the considerations of model complexity interpretations and implementation in real-world applications using Python and associated packages. An introduction to Deep Learning is provided in this course. Prerequisites: ADS 501 and ADS 502

### Credit Hours

**Min:**
3

## ADS505 - Applied Data Science for Business

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ADS

**Course Number**
505

**Course Description**
Data science skills are in high demand across a wide variety of industries. This course focuses on real-world use cases of data mining applications, including predicting consumer purchase behavior, brand loyalty, product prices, sales up-lift, basis of purchase, direct marketing campaign cost-effectiveness, rideshare cancellations, competitive online auctions, recommendation engines, and segmenting and identifying important customers. This course covers practical, business-oriented examples and use cases associated with each topic in data mining using Python. Data visualization, effective data storytelling, and analytical communication are being taught. Tableau, one of the most popular business analytics and dashboard tools, is practiced in this course. Prerequisites: ADS 501 and ADS 502

### Credit Hours

**Min:**
3

## ADS506 - Applied Time Series Analysis

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ADS

**Course Number**
506

**Course Description**
Many datasets naturally have a time series component: records collected over time, financial data, biological data signals such as brain waves or blood glucose levels, weather, and seasonal information. Practicing data scientists need to identify when they encounter time series data and when to apply suitable techniques. This course will cover the major topics in time series analysis and forecasting (prediction), including stationary and non-stationary models, autoregressive and integrated autoregressive models, models for estimation, and

spectral analysis using R. Different methods of estimation will be leveraged, including maximum likelihood, Bayesian, and spectral estimation. These approaches will be applied to real-world datasets, culminating in a complete analysis from end to end. Prerequisites: ADS 501 and ADS 502

### Credit Hours

**Min:**
3

## ADS507 - Practical Data Engineering

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ADS

**Course Number**
507

**Course Description**
In this course, students will learn about the discipline of data engineering. They will learn what data engineers are, what they do and how it relates to the field of data science. Topics will include data architecture, relational databases, SQL, data pipelines (ETL and ELT), ethical data engineering (data security and privacy), and data engineering best practices. Prerequisites: ADS 501 and ADS 502

### Credit Hours

**Min:**
3

## ADS508 - Data Science with Cloud Computing

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ADS

**Course Number**
508

**Course Description**
This course covers the fundamental concepts of cloud computing as it impacts the field of data science. Course topics include cloud economics, distributed storage, SageMaker ecosystem, distributed processing, model tuning, natural language processing, and model deployment considerations in the cloud. This course will combine the learnings from texts and relevant technical articles with practical hands-on skills to design, implement, and recommend solutions for the business problem as it would be presented in the business world, and execute the steps in a structured model development process. Prerequisites: ADS 501 and ADS 502

### Credit Hours

**Min:**
3

## ADS509 - Applied Large Language Models for Data Science

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ADS

**Course Number**
509

**Course Description**
This course focuses on the application of large language models (LLMs) for data science using Python. Topics include the collection, preparation, and analysis of textual data, the application of pre-trained LLMs to textual data analysis and classification problems, and the application of generative AI models for use in data science pipelines and products. Prerequisites: ADS 501, ADS 502, ADS 503, ADS 504, ADS 505, ADS 506, ADS 507, and ADS 508

### Credit Hours

**Min:**
3

## ADS594 - Special Topics in Data Science

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ADS

**Course Number**
594

**Course Description**
This is a special topics course discussing areas of interest in data science. This course may be repeated for credit with a different topic. Prerequisites: ADS 501 and ADS 502

### Credit Hours

**Min:**
1

**Max:**
6

## ADS598 - Practicum in Applied Data Science

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ADS

**Course Number**
598

**Course Description**
In this course, students will engage in an applied learning experience working for a business, government, or nonprofit organization. Students may be focusing on an individual project or employer-designated internship program.

### Credit Hours

**Min:**
1

## ADS599 - Capstone Project

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ADS

**Course Number**
599

**Course Description**
The purpose of this Capstone Project is for students to apply their acquired theoretical knowledge obtained during the Applied Data Science Program to a research-based, code-oriented data science project. During the project, students lead the entirety of the end-to-end process that involves the collection and processing of the data while utilizing the appropriate analytical methods. The project will be documented in an academic journal style article and orally presented, including technical content, in a recorded presentation. Students will work in teams and are encouraged to find project topics that originate from real-world domains in order to tackle unique problem statements that have real-world impact. Prerequisites: ADS 501, ADS 502, ADS 503, ADS 504, ADS 505, ADS 506, ADS 507, and ADS 508

### Credit Hours

**Min:**
3

## APNC503 - Advanced Practice Nursing w/Diverse Families & Communities

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
APNC

**Course Number**
503

### Credit Hours

**Min:**
2

**Max:**
3

## APNC520 - Advanced Pathophysiology

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
APNC

**Course Number**
520

**Course Description**
Focuses on pathophysiological processes across the lifespan and the development of clinical reasoning skills required in advanced practice nursing. Distinguishes between normal physiology and specific system alterations produced by injury and disease. Explores etiology, pathogenesis, developmental and environmental influences, and clinical manifestations of major health problems. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course. A minimum 80% examination average must be achieved in order to successfully complete the course.

### Credit Hours

**Min:**
3

## APNC521 - APRN Physical Assessment and Diagnosis

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
APNC

**Course Number**
521

**Course Description**
Explores theoretical and clinical practice principles of advanced physical assessment and diagnosis across the lifespan. Utilizes various methods of comprehensive evidence-based data gathering, analysis, and documentation including history taking, physical examination, screening for common diseases, diagnostic procedures, and differential diagnoses. Differentiates abnormalities from common normal variations characteristic of various developmental, cultural, and ethnic groups. Laboratory-based practicum experiences provide the opportunity for the integration of theory with APRN role responsibilities specific to physical assessment and diagnosis. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course. A minimum 80% examination average must be achieved in order to successfully complete the course. Prerequisites: APNC 520.

### Credit Hours

**Min:**
3

**Max:**
4

## APNC521L - Health Assessment and Diagnosis Lab

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
APNC

**Course Number**
521L

**Course Description**
Explores theoretical and clinical practice principles of advanced physical assessment and diagnosis across the lifespan. Utilizes various methods of comprehensive evidence-based data gathering, analysis, and documentation including history taking, physical examination, screening for common diseases, diagnostic procedures, and differential diagnoses. Differentiates abnormalities from common normal variations characteristic of various developmental, cultural, and ethnic groups. Laboratory-based practicum experiences provide the opportunity for the integration of theory with APRN role responsibilities specific to physical assessment and diagnosis. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

### Credit Hours

**Min:**
0

**Max:**
1

### Course Attributes

**Course Attributes**
L

## APNC522 - Acute Care: Physical Assessment and Diagnosis

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
APNC

**Course Number**
522

### Credit Hours

**Min:**
3

## APNC522L - Acute Care: Phys Assess/Diag

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
APNC

**Course Number**
522L

### Credit Hours

**Min:**
0

## APNC523 - Pharmacology in Health Management

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
APNC

**Course Number**
523

**Course Description**
Provides an evidence-based knowledge of pharmacotherapeutics for patients across the lifespan including special populations. Develops a foundation for decision-making necessary for initiating, monitoring, and modifying pharmacological treatment plans. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course. A minimum 80% examination average must be achieved in order to successfully complete the course. Prerequisites: APNC 520.

### Credit Hours
**Min:**
3

## APNC619 - APRN Role

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
APNC

**Course Number**
619

### Credit Hours
**Min:**
3

## APNC620 - Advanced Pathophysiology

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
APNC

**Course Number**
620

**Course Description**
This course focuses on the pathophysiological processes across the lifespan and the development of clinical reasoning skills required in advanced practice nursing. Explores etiology, genetics, genomics, pathogenesis, developmental and environmental influences, and clinical manifestations of major health problems. Translation and synthesis of diverse sources of evidence and theories utilized to inform advanced practice nursing decisions in practice are incorporated. The concepts of clinical judgment, evidence-based practice, and social determinants of health are emphasized. Prerequisites: None

### Credit Hours
**Min:**
3

## APNC621 - Advanced Health Assessment

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
APNC

**Course Number**
621

**Course Description**
In alignment with the mission and values of the University of San Diego, this course strives to foster compassion, respect for human dignity and inclusion, while providing theoretical knowledge and practice of advanced health assessment in diverse populations. Students explore various methods of advanced communication and physical examination techniques. Students will be able to differentiate abnormalities from common normal variations. Prerequisites: APNC 620

### Credit Hours
**Min:**
4

## APNC623 - Pharmacology in Health Management

### General
**College/School**
Arts & Sciences

**Course Subject Code**
APNC

**Course Number**
623

**Course Description**
This course provides an evidence-based knowledge foundation in pharmacotherapy for patient conditions across the lifespan. Students will integrate knowledge of pathophysiology, pharmacokinetics, pharmacodynamics, and pharmacogenomics to inform pharmacological therapy. Emphasis is placed on analyzing dose-response relationships, evaluating risks for drug interactions and adverse reactions, and providing comprehensive patient education. The course also covers ethical and legal requirements for APRN practice, including California-specific and Federal regulations. Through a combination of theoretical knowledge and practical application, students will develop the clinical judgment necessary for initiating, monitoring, and modifying pharmacological treatment plans tailored to individual patient needs. Students will learn to utilize resources effectively with healthcare partners to ensure sustainable, cost-effective, and equitable pharmacological interventions. Prerequisites: APNC 620

### Credit Hours
**Min:**
3

## APNC624 - Psychopharmacology

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
APNC

**Course Number**
624

**Course Description**
Provides the Psychiatric Advanced Practice Registered Nurse (APNR) with the basic knowledge and understanding needed to initiate, monitor, and adjust as required, the appropriate pharmacologic agents prescribed for the treatment of adult patients across the lifespan with common mental health conditions.

### Credit Hours
**Min:**
3

## APNC627 - Biopsychosocial Foundations of Behavior

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
APNC

**Course Number**
627

**Course Description**
Analyzes and integrates a comprehensive array of interpretations to the understanding of human behavior. Considers mind-body-spirit approaches to behavior change across the lifespan. Analyzes evidence-based data along the mental wellness-illness continuum that will inform decisions and guide advanced practice including nursing and other health care disciplines.

### Credit Hours
**Min:**
2

## APNC629 - Theoretical Foundations of Psychiatric-Mental Health Nursing

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
APNC

**Course Number**
629

**Course Description**
Focuses on the knowledge necessary for the comprehensive assessment and management of common and complex psychiatric conditions. Emphasis is on the key theories that serve as a basis for psychiatric-mental health advanced nursing practice. Students learn to identify the impact of various circumstances on mental health status and to tailer health promotion to the lifestyle risks of individuals with mental disorders.

### Credit Hours

**Min:**
3

## BIOL516 - Population Biology

### General

**College/School**
Arts & Sciences

**Course Subject Code**
BIOL

**Course Number**
516

### Credit Hours

**Min:**
3

**Max:**
4

## BIOL532 - Electron Microscopy

### General

**College/School**
Arts & Sciences

**Course Subject Code**
BIOL

**Course Number**
532

### Credit Hours

**Min:**
3

**Max:**
4

## BUS700H - Property Management

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
BUS

**Course Number**
700H

### Credit Hours

**Min:**
1

## BUS700I - Leasing

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
BUS

**Course Number**
700I

### Credit Hours

**Min:**
1

## BUS700Q - Urban Development

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
BUS

**Course Number**
700Q

### Credit Hours

**Min:**
1

## CMBA500 - Strategic Thinking and Communication

### General

**College/School**
School of Business

**Course Subject Code**
CMBA

**Course Number**
500

**Course Description**
The purpose of this course is to provide students with a fundamental understanding of how strategy is formulated in a global environment from the perspective of top executives. Students will be introduced to and apply various core strategies management concepts and models including but not limited to the industry environmental analysis, the internal analysis of resources, capabilities and competencies, corporate social responsibility, business-level strategy and corporate-level strategy. The intent is to provide students with a comprehensive perspective of how organizational problems and information flow impact organizational competitiveness. Teaching methods may include case studies, simulations, projects, and field-work.

### Credit Hours

**Min:**
2

## CMBA501 - Ethical Leadership, Organizational Behavior and the Role of Lawyers as Manager and Business Leaders

### General

**College/School**
School of Business

**Course Subject Code**
CMBA

**Course Number**
501

**Course Description**
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.

### Credit Hours

**Min:**
3

## CMBA502 - Statistics for Managers

### General

**College/School**
School of Business

**Course Subject Code**
CMBA

**Course Number**
502

**Course Description**
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

### Credit Hours

**Min:**
2

## CMBA504 - Sales and Marketing for Managers

### General

**College/School**
School of Business

**Course Subject Code**
CMBA

**Course Number**
504

**Course Description**
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.

### Credit Hours

**Min:**
2

## CMBA505 - Financial Management and Analysis

### General

**College/School**
School of Business

**Course Subject Code**
CMBA

**Course Number**
505

**Course Description**
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.

### Credit Hours

**Min:**
3

## CMBA506 - Operations, Manufacturing and the Global Supply Chain

### General

**College/School**
School of Business

**Course Subject Code**
CMBA

**Course Number**
506

**Course Description**
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.

### Credit Hours

**Min:**
2

## CMBA509 - Economic Environment of Business

### General

**College/School**
School of Business

**Course Subject Code**
CMBA

**Course Number**
509

**Course Description**
This course provides managers with an overview of the economic environment within which business must operate, and an understanding of some of the analytical tools that economists use to solve business and economic problems. The focus is to enable students to identify, understand and evaluate the domestic and global forces causing economic change. Key concepts and ideas from both microeconomics and macroeconomics are introduced. Topics relevant to real-world issues and problems provide the focus for in-class discussion. Upon completion, students are expected to be familiar with the fundamental concepts of economics, and to be able to analyze how changes in the economic environment affect business performance and future strategic options.

### Credit Hours

**Min:**
3

## CMBA510 - Financial Accounting and Statement Analysis

### General

**College/School**
School of Business

**Course Subject Code**
CMBA

**Course Number**
510

**Course Description**
This course provides an introduction to the financial reporting system that business entities use to convey information to parties external to the firm. The primary emphasis is on understanding the financial statements, what they impart about a business entity, and how to use this information to make decisions. Students learn the accounting principles, conventions and concepts underlying financial reporting with the objective of developing the ability to analyze and interpret financial statements. The course provides an understanding of the financial reporting process from the inputs to the end products, including what motivates a manager to select a particular accounting treatment, how this choice

affects the financial statements, what constitutes ethical financial reporting, how to assess the quality of the reported financial information, and how to adjust and use this information for analysis.

### Credit Hours

**Min:**
3

## CMBA513 - Corporate Governance and Regulatory Agencies

### General

**College/School**
School of Business

**Course Subject Code**
CMBA

**Course Number**
513

**Course Description**
This course surveys the major corporate governance systems in the world, focusing on the values and legal and financial traditions that have led to the development of systems with quite divergent goals and institutional 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. The course will require active student participation in case discussions, presentations, papers and role-plays.

### Credit Hours

**Min:**
2

## CMBA514 - Globalization and the Manager

### General

**College/School**
School of Business

**Course Subject Code**
CMBA

**Course Number**
514

**Course Description**
This course is designed as an introduction to the global business environment, focusing on the contemporary debates over the political, social and economic consequences of the globalization of markets and industries. Beginning with broader themes about globalization and its implications, the course proceeds to survey the macro-economic, political and socio-cultural terrain of global business. Topics include the political economy of international trade and investments, regional integration, the international monetary system, and the socio-cultural context of international business.

### Credit Hours

**Min:**
2

## CMBA523 - International Financial Management

### General

**College/School**
School of Business

**Course Subject Code**
CMBA

**Course Number**
523

**Course Description**
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.

### Credit Hours

**Min:**
3

## CMBA537 - Entrepreneurship and Intellectual Property

### General

**College/School**
School of Business

**Course Subject Code**
CMBA

**Course Number**
537

**Course Description**
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.

### Credit Hours

**Min:**
3

## CMBA540 - Taxes in Business Decisions

### General

**College/School**
School of Business

**Course Subject Code**
CMBA

**Course Number**
540

**Course Description**
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.

### Credit Hours

**Min:**
3

## CMBA590 - Strategic Execution, Alliances, Mergers and Acquisitions

### General

**College/School**
School of Business

**Course Subject Code**
CMBA

**Course Number**
590

**Course Description**
This course builds on the basic understanding of how strategy is formulated and on the various functional courses introduced throughout the MBA program. Topics may include but are not limited to executing strategic alliances, engaging in acquisition and restructuring strategies, developing and implementing sustainable business strategies and stimulating organizational innovation. The purpose is to provide students with an opportunity to integrate the various topics introduced throughout the program by engaging in strategy execution. Teaching methods may include case studies, simulations, projects, and field-work. Prerequisite: to be taken during the final regular semester of study.

**Credit Hours**
**Min:**
3

## COUN500 - Introduction to Professional Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
500

**Credit Hours**
**Min:**
1

## COUN501 - Introduction to Ethical & Legal Issues in Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
501

**Credit Hours**
**Min:**
1

## COUN502 - Professional Orientation, Law and Ethics in Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
502

**Course Description**
This course is designed to address the development in students 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.Students learn about the diversity of client interventions offered by professional counselors through class presentations and interaction with practicing counselors.Students map out a plan for their professional development throughout their counseling program.This course also provides extensive practice in applying the codes of the ethical practice to different areas of counseling and explores the legal issues potentially encountered in the various areas of counseling practice. Students are exposed to concepts, experiences and cases that are designed to enhance their ability to recognize and respond to various ethical dilemmas. Students are taught how to use an ethical decision-making format. The ACA and APA ethical codes are the principal reference guides used in this class.

**Credit Hours**
**Min:**
3

## COUN503 - Professional Orientation and Ethics in Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
503

**Credit Hours**
**Min:**
2

## COUN504 - Pre-Practicum in Counseling Skills

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
504

**Credit Hours**
**Min:**
3

## COUN505 - Human Development

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
505

**Course Description**
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.

**Credit Hours**
**Min:**
3

## COUN506 - Ethical and Legal Issues in School Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
506

**Credit Hours**
**Min:**
1

## COUN507 - Professional Identity, Law and Ethics in School Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
507

**Course Description**
This course is designed to address the development in students 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. Thiscourse will also prepare school counselors to think in an ethical and moral manner in all of their professional activities. The course also will examine the interplaybetween legal and ethical issues within mental health counseling and counseling psychology. Students will learn the major ethical guidelines of the American Counseling Association (ACA) and the American School Counselor Association (ASCA). In addition, students will have a wide array of opportunities to apply these principles to various situations.

### Credit Hours

**Min:**
3

## COUN508 - Research Methods in Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
508

**Course Description**
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.

### Credit Hours

**Min:**
3

## COUN509 - Action Research in School Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
509

**Course Description**
COUN 509 examines action research theory and practice in school counseling. This School Counseling Specialization course emphasizes action research as a method of reflective, practitioner-directed inquiry aimed at improvement of school counseling practice. The course covers the major types of action research conducted in education settings, the theoretical foundations of action research, and action research methods appropriate for school counseling fieldwork for graduate students and for practitioners in the field.

### Credit Hours

**Min:**
3

## COUN510 - Career Development Across the Lifespan

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
510

**Course Description**
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.

### Credit Hours

**Min:**
3

## COUN512 - College Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
512

**Course Description**
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.

### Credit Hours

**Min:**
3

## COUN515 - Multicultural Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
515

**Course Description**
Students examine the beliefs, behaviors, and values of a 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.

### Credit Hours

**Min:**
3

## COUN515I - Multicultural Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
515I

**Course Description**
This course examines multicultural counseling, with an emphasis on being culturally responsive for work in clinicalmental health and school counseling settings. Students are introduced to academic and experiential activitiesdesigned at increasing self-awareness as well as multicultural counseling skills. Gender, race/ethnicity, socialeconomic status, generational, and regional identifications both nationally and internationally are among some of theareas explored. A wide range of exercises and reflection activities are used to in order to increase empathy, skills,research, and understanding needed for delivering counseling services to diverse clinical populations.The global study portion of this course is offered partially at the University of San Diego and in Montego Bay,Jamaica. Students will first learn about multicultural counseling and attend the International Association forCounselling Annual Conference. The International Association for Counselling is a major partner in globalcounseling community, they have contributed to a world in which peace, social justice and respect are within thereach of all. The delegates that will be presenting represent a variety of countries and many of their lectures andresearch will inspire counseling students to look at the counseling profession in a global context. In addition,students will get an opportunity to meet with students, Mental Health and Education Professionals, and discusscounseling and education in Jamaica.

### Credit Hours
**Min:**
3

### Course Attributes
**Course Attributes**
I

## COUN518 - Organization of Student Support Systems

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
518

**Course Description**
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.

### Credit Hours
**Min:**
3

## COUN520 - Counseling Theories and Practice

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
520

**Course Description**
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.

### Credit Hours
**Min:**
3

## COUN523 - Research Seminar in SC

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
523

**Course Description**
COUN 523 prepares Counselors to conduct field-based research in educational and community-based settings related to counseling practice. Students will learn how to design their own applied research project over the course of the semester in conjunction with their fieldwork experience. The course includes required areas addressed in the 2016 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This course also prepares students in the knowledge areas tested in the Research and Evaluation section of the National Counselors Examination (NCE) and the Counselor Preparation Comprehensive Examination (CPCE). In particular students will be accruing 100 hours to meet California Teacher Commission (CTC) for research training and planning requirements.

### Credit Hours
**Min:**
3

## COUN524 - Seminar in SC Field Based Research: Analysis and Reporting of Research

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
524

**Course Description**
COUN 524 prepares Counselors to conduct field-based research in educational and community-based settings related to counseling practice. Students will learn how to analyze and report on their own applied research project over the course of the semester in conjunction with their fieldwork experience. The course includes required areas addressed in the 2016 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This course also prepares students in the knowledge areas tested in the Research and Evaluation section of the National Counselors Examination (NCE) and the Counselor Preparation Comprehensive Examination (CPCE). In particular students will be accruing 100 hours to meet California Teacher Commission (CTC) for research training, analysis and data collection requirements.

### Credit Hours
**Min:**
2

## COUN525 - Group Dynamics

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
525

**Course Description**
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.

### Credit Hours
**Min:**
3

## COUN526 - Group Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
526

**Course Description**
This course provides an introduction to group dynamics and group work. Group counseling approaches and models, issues of group leadership, styles of leadership, and group facilitation skills will be addressed. Consideration is also given to group counseling goals, phases of group development, and research on group dynamics and group counseling. The course is organized into a seminar for intensive examination of the theory and practice of group work and group counseling and a laboratory for experiential learning related to group process.

### Credit Hours

**Min:**
3

## COUN530 - Assessment Techniques in Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
530

**Course Description**
Students develop skills in the development, selection, administration, and interpretation of standardized tests and other tools used to assess various cognitive, behavioral, and affective modalities.

### Credit Hours

**Min:**
3

## COUN531 - Advanced Topics in School Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
531

**Course Description**
An overview and analysis of advanced topics in school counseling. This course provides students with an opportunity for in-depth exploration of a current topic in school counseling. The course may be repeated if the topic changes.

### Credit Hours

**Min:**
1

**Max:**
3

**Number Of Repeats:**
3

## COUN532 - Designing Career Development Services

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
532

**Course Description**
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.

### Credit Hours

**Min:**
3

## COUN533 - Seminar in Field Based Research: Proposal Development

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
533

**Course Description**
COUN 533 prepares Counselors to conduct field-based research in educational and community-based settings related to counseling practice. Students will learn how to design their own applied research project over the course of the semester in conjunction with their fieldwork experience. The course includes required areas addressed in the 2016 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This course also prepares students in the knowledge areas tested in the Research and Evaluation section of the National Counselors Examination (NCE) and the Counselor Preparation Comprehensive Examination (CPCE).

### Credit Hours

**Min:**
1.5

## COUN534 - Seminar in Field Based Research: Analysis and Reporting of Research

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
534

**Course Description**
COUN 534 prepares Counselors to conduct field-based research in educational and community-based settings related to counseling practice. Students will learn how to analyze and report on their own applied research project over the course of the semester in conjunction with their fieldwork experience. The course includes required areas addressed in the 2016 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This course also prepares students in the knowledge areas tested in the Research and Evaluation section of the National Counselors Examination (NCE) and the Counselor Preparation Comprehensive Examination (CPCE). Prerequisites: COUN 533.

### Credit Hours

**Min:**
1.5

## COUN535 - College Student Development

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
535

### Credit Hours
**Min:**
3

## COUN536 - Applied Theories and Techniques for Counseling in School Settings

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
536

**Course Description**
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.

### Credit Hours
**Min:**
3

## COUN537 - School Counseling Consultation, Crisis, and Trauma

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
537

**Course Description**
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 will 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 specifics models for intervention in depth. In addition, students will learn about the school counselor's role in prevention and intervention strategies in school crisis situations including child abuse and neglect, suicide, substance abuse, school safety andpersonal loss. This course will also focus on psychological first aide and disaster mental health responses to natural and man-made disasters.

### Credit Hours
**Min:**
3

## COUN540 - Clinical Interviewing

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
540

**Course Description**
The course helps students acquire knowledge, skills and dispositions associated with the practice of individual counseling in a variety of settings. Students will practice interviewing and counseling skills in class through dyads, triads and small group interactions and will provide and receive feedback on this practice. Students will also receive direct feedback on their skill development from the instructor. The course integrates ethical-legal, cultural and gender issues throughout the semester. The instructor will use role-plays, small groups, session transcripts, videotap critiques, case discussions and lectures throughout the course. The course also addresses many of the required areas for Helping Relationships which are outlined in the 2009 Standards for Counseling Programs presented by theCouncil for Accreditation of Counseling and Related Educational Programs (CACREP).

### Credit Hours
**Min:**
3

## COUN541 - Advanced Counseling: Diagnosis And Treatment Planning

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
541

**Course Description**
Students develop comprehensive case studies of clients using various assessment methods and deliver case presentations. Tests and other diagnostic tools (e.g., DSMIV) are used to formulate individual counseling intervention plans. Professional issues associated with counseling practice and collaboration with community agencies are examined.

### Credit Hours
**Min:**
3

## COUN542 - Addictions Counseling

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
542

**Course Description**
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.

### Credit Hours
**Min:**
3

## COUN543 - Clinical Mental Health Coun

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
543

**Course Description**
This course has two purposes. The first purpose is to conduct an in-depth examination of Clinical Mental Health Counseling as a helping profession. Specifically, it will examine (a) historical, philosophical, and social/political influences on contemporary mental health counseling practices, (b) professional organizations to which clinical mental health counselors belong, the settings in which they practice, and the roles of professional counselors in those settings, (c) credentialing and licensing for clinical mental health counseling practice, (d) knowledge bases critical to clinical mental health counseling and (e) ethical and legal considerations specific to the practice of clinical mental health counseling.

### Credit Hours
**Min:**
3

### Credit Hours
**Min:**
2

## COUN544 - Intro Family Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
544

**Course Description**
This course provides students with an in-depth foundation to develop the skills needed to conduct family counseling. Family counseling is an area of specialized practice within the larger counseling profession which views the origin, maintenance, and amelioration of various issues through a lens of interpersonal relationships. Students will review relevant theory and research that will help you understand (a) normal couple and family functioning, (b) the development of couple and family problems, and (c) basic interventions designed to enhance couple and family functioning. Specific strategies for assessment and counseling will be discussed, applied, and practiced throughout the semester.

### Credit Hours
**Min:**
3

## COUN545 - Substance Abuse Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
545

**Course Description**
This course provides an overview of substance abuse counseling. Topics covered include addiction issues, diagnosis, treatment planning and individual and group counseling strategies with diverse populations. Students develop knowledge and skills in the application of counseling for the Alcohol and Other Drug (AOD) client. Design and utilization of treatment planning using a treatment team approach will be introduced. Confidentiality and ethical issues will be reviewed and practiced.

### Credit Hours
**Min:**
3

## COUN546 - Human Sexuality

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
546

**Course Description**
This course is designed for counseling and human service professionals whose work will bring them into contact with clients experiencing problems and concerns with their sexuality. The course is designed to develop: a) students' knowledge base related to human sexuality, b) an understanding of the varied sexuality issues which may be encountered in professional counseling practice, c) students' skills in assessment and intervention skills with sexuality issues and d) increased awareness of one's personal perceptions, attitudes and affect related to sexuality issues. Course participants will become more effective in identifying, assessing and intervening with human sexuality related counseling issues.

## COUN547 - Risk Assessment and Trauma Intervention in Clinical Mental Health Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
547

**Course Description**
Students are exposed to CACREP standards associated with crisis intervention. The course emphasizes forensic mental health issues (e.g. risk assessment) as well. Prerequisites: COUN 520, COUN 530 and professor approval.

### Credit Hours
**Min:**
3

## COUN548 - Forensic Ethical-Legal Issues in Clinical Mental Health Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
548

**Course Description**
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.

### Credit Hours
**Min:**
3

## COUN549 - Psychopharmacology

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
549

**Course Description**
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.

### Credit Hours

**Min:**
3

## COUN550 - Couples and Sexuality

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
550

**Course Description**
Issues of sexuality and intimacy are major concerns for individuals and couples in counseling. This course provides an overview of adult human sexuality, sexual development, assessment of spousal and partner abuse, same-gender abuse dynamics, and sex therapy from a biological, behavioral, environmental, cultural, and sociological perspectives. Students taking this course will explore these approaches in order to understand sexuality and intimacy in the context of sex and couples counseling. Prerequisites: COUN 540 and COUN 520.

### Credit Hours

**Min:**
3

## COUN552 - Working with Diverse Couples and Families in School Settings

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
552

**Course Description**
In this course, students will review relevant theory and research on couples and family structures and functioning, the development of problems, and basic interventions designed to enhance couple and family functioning. More specifically, this course adopts biopsychosocial and sociocultural perspectives in exploring multiple intersecting identities in couples and families, some dominant and some marginalized, which powerfully shape our experiences. These identities include but are not limited to race and ethnicity, gender, sexual identity and orientation, religion and spirituality, socioeconomic statues and varying family structures and identities embedded within contexts and systems. Pressing issues in the lives of couples and families will be addressed such as stereotypes, intergenerational trauma, discrimination, health and wellness disparities, child abuse and sex trafficking, and intimate partner abuse and violence. Students will investigate how these problems manifest in school settings and develop strength based school counseling interventions and programming that empower and best support healthy families and relationships. Students will review relevant theory and research that will help you understand common couple and family functioning, the development of couple and family problems, and basic interventions designed to enhance couple and family functioning. This course also provides overviews of human sexuality, sexual development, dynamics of intimate partner abuse, and sexuality from biological, behavioral, environmental, cultural, and sociological perspectives. Students taking this course will explore how these topics manifest in school settings and what types of school counseling programming that may best support healthy families and relationships.

### Credit Hours

**Min:**
3

## COUN555 - Evidence Based Counseling Theory and Techniques

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
555

**Course Description**
The course addresses many of the required areas for Helping Relationships addressed in the 2009 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The course helps candidates acquire knowledge, skills and dispositions associated with the evidence based practice and treatment planning. The course integrates empirically supported therapy relationship variables and implementing evidence based knowledge into practice settings. This course uses methods of instruction that include case discussions, lectures, didactic and experiential approaches to teach students the evidence based/empirically supported intervention strategies commonly used in clinical counseling practice. Overall, the course is organized to expose students to the entry-level competencies related to using evidence based counseling approaches. Prerequisites: COUN 541.

### Credit Hours

**Min:**
3

## COUN559 - Training and Consultation

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
559

### Credit Hours

**Min:**
3

## COUN562 - Positive Psychology: Theory and Applications

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
562

**Course Description**
This course provides an overview of the biopsychosocial theories and evidence based research and practices associated with the emerging fields of positive psychology, happiness, positive health, and well-being. This course builds upon the COUN 555 course by focusing on the most recent evidence based and culturally competent practices in Positive Psychology with diverse and clinically underserved populations. Students will be exposed to the public mental health needs and culturally informed practices including native or indigenous healing practices in underserved and vulnerable populations both here in the United States and abroad. The continuum of evidence based interventions from health and wellness to chronic mental health issues and psychopathology will be addressed. This course will include a laboratory experience where positive psychology techniques and skills are practiced.

### Credit Hours

**Min:**
3

## COUN563 - Multicultural Counseling Skills for International School Counselors

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
563

**Course Description**
To be a counselor in an international school requires culturally focused skills and sensitivities. This course explores the skills and resources necessary to be a culturally competent counselor and provides a practical approach to running effective School Counseling programming for international school communities. Through case presentations, simulations, and other active participation strategies, participants will explore and practices skill related to: • The ideal and real role of the International School Counselor • Third Culture Kids and Adults • Understanding and supporting students, parents and teachers cope with transient populations • Ethical cultural dilemmas faced by International School Counselors

### Credit Hours

**Min:**
3

## COUN564 - Counseling Skills

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
564

**Course Description**
The course helps students acquire knowledge, skills and dispositions associated with the practice of individual counseling in a variety of settings. Students will demonstrate counseling skills, techniques and professionally ethical and legal behavior in class through dyads, triads and small group interactions and will provide and receive feedback on this practice. Students will also receive direct feedback on their skill development from the instructor. The course integrates ethical-legal, cultural and gender issues throughout the semester. The instructor will use role-plays, small groups, session transcripts, videotape critiques, and case discussions throughout the course. The course also addresses many of the required areas for Helping Relationships which are outlined in the 2016 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

### Credit Hours

**Min:**
3

## COUN565 - Crisis & Trauma Prevention and Intervention in International School Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
565

**Course Description**
It is inevitable that school crisis occur. In international schools, school counselors are the first responders or members of the school's crisis team. The purpose of this course is to prepare students for dealing with crisis situations they will encounter as an International School Counselor. Students will spend time reflecting on how people deal with crises, exploring their own crisis experiences, and begin to develop skills for crisis intervention. Students will also examine some of the relevant research on crises, resolution, and resilience for International Populations. However, the major focus throughout the course will be on applying principles of crisis response to cases encountered in practice. Prior cases have included: • Grief and Bereavement • Bullying • Violence Prevention • Cultural Adjustment and Transition • Suicide and Suicidal Ideation • Family Conflict and Violence (a particularly challenging area of international practice)

### Credit Hours

**Min:**
3

## COUN566 - International Career and College Readiness

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
566

**Course Description**
The links between education, career development, and college attendance are extraordinarily complex. A huge selling point for attending an international school is its competitiveness and ability to prepare a student for success in college and career. While this preparedness is important, this course presents foundational resources that help school counselors to remain focused on the healthy development of a "why" that will allow students to best navigate educational and career decision making. Through a series of case studies, collaborative learning strategies, and interactive simulations, participants will: • Examine the career development process and interventions for children, and adolescents within a culture-centered perspective. • Study of theorists, vocational assessment processes, and occupational and psychological information systems. • Gain valuable insight into the inner-workings of university admission offices, with a focus on the multiple factors impacting each decision to admit or deny a student. • Understand the offerings and requirements of university systems in the US, Canada, Australia and the UK • Develop the tools needed to help families and students form an effective university application list • Increase knowledge of the financial aid and scholarship process in the United States

### Credit Hours

**Min:**
3

## COUN567 - Applied Theories and Techniques in International School Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
567

**Course Description**
Departing from the case-study format, this course offers students an opportunity to learn and practice new skills in a safe environment. Solution Focused Brief Counseling allows students real strategies that they can experiment in their own practice during this condensed course. The main mode of instruction for this course is roleplay, practice and reflection.

### Credit Hours

**Min:**
1

## COUN575 - Advanced Counseling Skills: Motivational Interviewing

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
575

**Course Description**
This course is designed to provide an introduction to Motivational Interviewing (MI), including foundational principles, research support, and clinical application. Students will be invited to learn about the spirit and method that are unique to MI. During the course, students will learn the four-process model of MI including step-by-step guidance for establishing a strong counseling relationship, developing a clear focus and direction, evoking and strengthening the clients' motivation for change, and creating a tangible plan of action. Additionally, students will have the opportunity to engage in experiential learning activities including case vignettes and real-plays to practice the newly acquired skills and advance their knowledge of MI application. This course will help students advance their counseling skills and prepare them to address addiction related issues as well as broader mental health concerns with clients in general practice settings.

### Credit Hours

**Min:**
3

## COUN579 - SOLES Experimental Topics Course

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
579

### Credit Hours

**Min:**
1

**Max:**
3

## COUN587P - Clinical Mental Health Counseling Practicum

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
587P

**Course Description**
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). Prerequisites: COUN 564 Counseling Skills.

### Credit Hours

**Min:**
3

### Course Attributes

**Course Attributes**
PS

## COUN588P - Practicum: School

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
588P

**Course Description**
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 564.

### Credit Hours

**Min:**
3

### Course Attributes

**Course Attributes**
PS

## COUN589P - Practicum: Adult

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
589P

### Credit Hours

**Min:**
3

## COUN590 - School Fieldwork

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
590

### Credit Hours

**Min:**
0

**Max:**
6

## COUN590F - Fieldwork in School Settings

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
590F

**Course Description**
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 and School Counseling Specialization. Course must be taken a minimum of two times to meet program and/or credential requirements. Prerequisites: COUN 588P and COUN 515.

### Credit Hours

**Min:**
3

### Course Attributes

**Course Attributes**
PS

## COUN592 - Practicum and Fieldwork in Counseling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
592

**Course Description**
Students receive group supervision on issues relevant to providing counseling services, including assessment and treatment planning.

### Credit Hours

**Min:**
0

**Max:**
1

## COUN592F - Adult Internship 1

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
592F

### Credit Hours

**Min:**
3

## COUN593F - Adult Internship II

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
593F

### Credit Hours

**Min:**
1

**Max:**
3

## COUN597 - Fieldwork School

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
597

### Credit Hours

**Min:**
3

## COUN597F - CMHC Practicum II

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
597F

**Course Description**
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).

### Credit Hours

**Min:**
3

## COUN597P - Clinical Mental Health Counseling Practicum II

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
597P

**Course Description**
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.

### Credit Hours

**Min:**
3

## COUN598 - Internship College

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
598

### Credit Hours

**Min:**
3

## COUN598F - Clinical Mental Health Practicum III or IV

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
598F

**Course Description**
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).

### Credit Hours

**Min:**
1

**Max:**
3

## COUN598P - Clinical Mental Health Counseling Internship

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
598P

**Course Description**
Students obtain an internship placement in a clinical mental health setting under the on-site supervision of a qualified counseling professional. Course will be taken three times to meet requirements. Prerequisites: COUN 564.

### Credit Hours

**Min:**
3

**Number Of Repeats:**
2

### Course Attributes

**Course Attributes**
PS

## COUN599 - Independent Study or Research

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
599

**Course Description**
Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signatures of the faculty supervisor, Department Chair and the Associate Dean prior to registering for the course.

### Credit Hours

**Min:**
0.5

**Max:**
3

**Number Of Repeats:**
90

## COUN623I - Educational Reform: Educational Systems in Post Conflict Environments

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
COUN

**Course Number**
623I

**Course Description**
The main objective of this course is to provide a sociological and historical investigation into the educational reform challenges facing educators, students and policy makers in an international context. As the U. S. continues to struggle with segregated schools and unequal education for many minority and low-income students, much is to be gained by examining how other countries throughout the world are attacking problems of equity.

### Credit Hours

**Min:**
3

### Course Attributes

**Course Attributes**
I

## CSOL500 - Foundations of Cyber Security

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
CSOL

**Course Number**
500

**Course Description**
This course will feature a comprehensive overview of concepts and tools essential to the cybersecurity professional and provide a review of the five types of cybersecurity techniques. The student will explore the history and evolution of cybersecurity as well as the future trends while identifying the roles leaders can play in enhancing, supporting, and promoting cybersecurity in organizations. The course will outline a taxonomy of modern cyber terminology. This course will also set the stage for the program by explaining and instilling the “Business of Cyber” as a cybersecurity professional. The student will learn to view information as an asset to the organization, learn types of cybersecurity attacks, what are threat actors and threat vectors, the various roles of a cyber-professional, and the beginnings of designing a cybersecurity program. The student will also identify different types of threats to information and to the infrastructure and the operations that support it.

### Credit Hours

**Min:**
3

## CSOL510 - Applied Cryptography

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
CSOL

**Course Number**
510

**Course Description**
This course introduces modern cryptographic theory and practice that supports information security. The course takes an executive perspective, focusing on applying industry-best cryptography across a cybersecurity program to reduce risk and prevent data breaches.

### Credit Hours
**Min:**
3

## CSOL520 - Enterprise Security Architecture

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
CSOL

**Course Number**
520

**Course Description**
This course will introduce the student to the importance of architectural and network security at the enterprise level. Security architecture frameworks will be used to explore enterprise security architectures. Students will identify threats to today's networks and learn to identify appropriate security tools to safeguard these networks. The course will discuss how to evaluate the complexities of securing new types of networks such as cloud configurations and the Internet of Things.

### Credit Hours
**Min:**
3

## CSOL530 - Governance & Risk in Cybersecurity

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
CSOL

**Course Number**
530

**Course Description**
This course discusses and explains the fundamentals of risk governance, the processes to follow, compliance regulation, and the security controls to implement for specific cybersecurity environments and situations. Information and information systems are subject to serious threats that can have adverse impacts on organizational operations (including mission, functions, image, and reputation). Cyber-attacks are often aggressive, well-organized, well-funded, and in a growing number of documented cases, very sophisticated. There is also a geopolitical part to cybersecurity as well that is discussed throughout this course. Successful attacks on public and private sector information systems can affect organizational assets, individuals, other organizations, and the Nation by compromising the confidentiality, integrity, or availability of information being processed, stored, or transmitted by those systems. This can result in serious damage to the national and economic security interests of the United States.

### Credit Hours
**Min:**
3

## CSOL540 - Cybersecurity Law & Policy

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
CSOL

**Course Number**
540

**Course Description**
This course provides students with an introduction to and discusses the relationship between cybersecurity, cybersecurity law and privacy law, and "reasonable security measures". The students will learn the responsibilities of a cybersecurity professional and cybersecurity counselor. The course will explore laws, regulations, and policies; enforcement, compliance, and litigation; consumer data privacy; US federal, state, and EU laws; and future trends.

### Credit Hours
**Min:**
3

## CSOL560 - Secure Software Design and Development

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
CSOL

**Course Number**
560

**Course Description**
This course will provide an in-depth study of the principals and tenets of the design and development process of secure software used to provide enhanced cyber security. It will review the traditional models of software development, with the idea that a developer or project manager must strategize for security before starting development. Students will understand how to gather and plan for security requirements in development. The course will explore how vulnerabilities can be mapped and planned for. Students will understand how to run an effective development process, culminating with implementation, and how to review and test software. Finally, the course will introduce the concept of software assurance and its role in the cyber security paradigm.

### Credit Hours
**Min:**
3

## CSOL570 - Fundamentals of Blue Team Operations

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
CSOL

**Course Number**
570

**Course Description**
Active defense of an enterprise is not only the responsibility of the equipment, applications, and security processes of an organization but is ultimately driven by Blue Team actions. Whether as a team, designated position, or assigned set of additional responsibilities, understanding and performing Blue Team actions are essential aspects of an effective cybersecurity program. Some of the fundamental concepts for Blue Team operations include "Defending the Castle" by environment and threat landscape awareness, establishing "normal" vs "abnormal" for your environment, understanding Threat Hunting tools and techniques (including intel and open-source research), as well as the components of some of the more significant threats to your organization such as lateral movement, malware, ransomware, and Command & Control. This course will also briefly introduce the concepts and relationships between the Blue Team with the related White, Red, and Purple Teams.

### Credit Hours
**Min:**
3

## CSOL580 - Cyber Threat Intelligence

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
CSOL

**Course Number**
580

**Course Description**
The purpose of this course is to provide an introduction to Cyber Threat Intelligence (CTI) with direct application to corporate (commercial) cyber security operations. It examines the basics of the intelligence life cycle, the analytical

frameworks of intelligence, and the types of cyber threat intelligence. The course includes the fundamentals of open source intelligence, refining information into actionable intelligence, and anticipating threats to the cyber domain. The focus is to give you the skills to develop and implement a Cyber Threat Intelligence Program, with an objective, and a timely, relevant quantitative threat assessment tailored to your specific industry. Topics include business competitive intelligence, and cyber threat assessment with a review of past and current threats coupled with an examination of business case studies to highlight the role of intelligence (both failures and successes) in cyber security operations.

### Credit Hours

**Min:**
3

## CSOL590 - Cyber Incident Response and Computer Network Forensics

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
CSOL

**Course Number**
590

**Course Description**
This course will introduce the principles and general practice of incident response, including an overview to digital and network forensics. It will define what constitutes an incident, what is meant by incident response, the attack lifecycle, and goals of incident response. The course will discuss building an incident response team, the steps in the process, and preparing for incident response. Students will understand the process of detecting and characterizing an incident, collecting and analyzing data, and the process of remediation. The course will then provide a deeper dive into the practice digital forensics, specifically focusing on computer, mobile, network, and database forensics. It will outline the investigative and analysis process, survey tools, digital evidence, and briefly touch on the law.

### Credit Hours

**Min:**
3

## CSOL594 - Special Topics in Cyber Security

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
CSOL

**Course Number**
594

**Course Description**
Special topics course in areas of special interest to cyber security. May be repeated for credit with a different topic. Prerequisites: CSOL 500.

### Credit Hours

**Min:**
1

**Max:**
6

## CSOL599 - Capstone: Real-World Cybersecurity Case Study

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
CSOL

**Course Number**
599

**Course Description**
In the final course of the program, students demonstrate the specialized knowledge, principles, and strategies learned throughout the program by critically assessing a real-world cybersecurity problem. Students will demonstrate achievement of the program learning outcomes by tying together the major concepts, skills, and examples of ethical leadership that were included in the program curriculum. The Capstone is the culmination of all coursework from the program to prepare students to develop into skilled cybersecurity professionals. The final project is centered on a case study relating to a current cybersecurity issue, trend, and/or event. Prerequisites: CSOL 500, CSOL 510, CSOL 520, CSOL 530, CSOL 540, CSOL 560, CSOL 570, CSOL 580, and CSOL 590.

### Credit Hours

**Min:**
3

## CYBR501 - Introduction to Cybersecurity Concepts and Tools

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
CYBR

**Course Number**
501

**Course Description**
An introduction to the fundamentals of cybersecurity, including the notion of policy as the definition of “security” for a system and the concepts of threats, vulnerabilities, and risk. We will survey common attacks and mitigations, and the shortcomings of common, contemporary cybersecurity models. Students will practice aspects of networking, operating systems, and security test tools through computer virtualization and hands-on labs and will assemble a penetration testing Cybersecurity Sandbox with multiple virtual machines that they will use in subsequent courses and will demonstrate the use of a set of security test tools. Prerequisites: CYBR 505 (can be waived by MS-CSE Program Director based on student's academic and professional background)

### Credit Hours

**Min:**
3

## CYBR502 - Cybersecurity Network Defense

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
CYBR

**Course Number**
502

**Course Description**
This course is an introduction to fundamental concepts of computer network security and defense, including planning, architecture, system design and deployment, risk assessments, and identifying network security threats from a cybersecurity perspective. Cybersecurity network testing will be conducted in the virtualized Cybersecurity Sandbox that students implemented in CYBR 501. Prerequisites: CYBR 501

### Credit Hours

**Min:**
3

## CYBR503 - Cybersecurity Domain

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
CYBR

**Course Number**
503

**Course Description**
This course continues to build on the fundamental concepts introduced in CYBR 501 by advancing the investigation of threats, vulnerabilities, and risk. Introducing and applying security risk frameworks to implement security controls and mediate risk. Testing will be conducted in the student's Cybersecurity Sandbox. Prerequisites: CYBR 501 and CYBR 502

### Credit Hours
**Min:**
3

## CYBR504 - Applied Cryptography

### General
**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
CYBR

**Course Number**
504

**Course Description**
This course is an introduction to core principles of modern cryptography and applied cryptographic methods and systems. It includes description of common cryptographic algorithms, pseudorandom generators and encryption. Students will explore the application and assessment of cryptographic techniques for enforcing security policies. Class labs and project will be conducted in the Cybersecurity SandBox. Prerequisites: CYBR 501 and CYBR 502

### Credit Hours
**Min:**
3

## CYBR505 - Computational Roots of Cybersecurity

### General
**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
CYBR

**Course Number**
505

**Course Description**
Accelerated introduction to software systems with an emphasis on computer programming, computer architecture, and operating systems. Six hours of lecture-lab weekly.

### Credit Hours
**Min:**
6

## CYBR506 - Secure System Life Cycle

### General
**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
CYBR

**Course Number**
506

**Course Description**
In this course the student will be introduced to the secure system life cycle and to the different types of threats and vulnerabilities that pertain to each stage. Students will learn methods for building confidence in the ability of a computer system to correctly enforce the security policy at every stage of the life cycle. Class labs and project will be conducted in the Cybersecurity SandBox. Prerequisites: CYBR 501 and CYBR 502

### Credit Hours
**Min:**
3

## CYBR508 - Secure Network Engineering

### General
**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
CYBR

**Course Number**
508

**Course Description**
This course builds on CYBR 502 and continues exploring the design and maintenance of secure and sustainable networks. Topics include network hardening methods, advanced configurations of security tools such as IPS, and secure Cloud Computing. Verification testing of network configurations will be conducted using the Cybersecurity Sandbox. Prerequisites: CYBR 501 and CYBR 502

### Credit Hours
**Min:**
3

## CYBR510 - Security Test Engineering

### General
**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
CYBR

**Course Number**
510

**Course Description**
This course presents various methodologies for performing security testing to ensure a system correctly enforces the security policy. Topics include creating and configuring test environments based on security requirements; differentiating between functional testing and security testing; and types of testing such as static, dynamic, vulnerability, and penetration testing; Labs and projects for the course will utilize the Cybersecurity Sandbox. Prerequisites: CYBR 501 and CYBR 502

### Credit Hours
**Min:**
3

## CYBR512 - Incident Detection and Handling

### General
**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
CYBR

**Course Number**
512

**Course Description**
In this course techniques for assuring the continued operation of secure systems in contested environments will be explored. The course through lecture, labs and projects continue to students to use these techniques for the detection of, response to, and recovery from security incidents. Labs and projects for the course will utilize the Cybersecurity Sandbox. Prerequisites: CYBR 501 and CYBR 502

### Credit Hours
**Min:**
3

## CYBR514 - Cyber Engineering Research I

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
CYBR

**Course Number**
514

**Course Description**
In Research 1, students will be introduced to a multi domain international company that requires cybersecurity support to update and formalize the security of the enterprise. Student will be required to apply knowledge and skills learned throughout the Cybersecurity Engineering curriculum. The class will form a project team and break into work groups and in a virtual environment develop and implement an Information Systems Security Plan to secure a three-city international structure design private company (Design World Case Study). The groups will be provided a virtual environment with the enterprise systems design in place as per the Case study. Prerequisites: CYBR 501, CYBR 502, CYBR 503, CYBR 504, CYBR 506, CYBR 508, CYBR 510, and CYBR 512

### Credit Hours

**Min:**
3

## CYBR516 - Cyber Engineering Research II

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
CYBR

**Course Number**
516

**Course Description**
In Research II, students will continue the implementation of the capstone case study introduced in Research I a multi domain international company that requires cybersecurity support to update and formalize the security of the enterprise. Students will be required to apply knowledge and skills learned throughout the Cybersecurity Engineering curriculum. The class will be provided a virtual environment with the enterprise systems design in place as per the Case study. Prerequisites: CYBR 501, CYBR 502, CYBR 503, CYBR 504, CYBR 506, CYBR 508, CYBR 510, CYBR 512, and CYBR 514

### Credit Hours

**Min:**
3

## CYBR594 - Special Topics in Cyber Security

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
CYBR

**Course Number**
594

**Course Description**
Special topics course in areas of special interest to cyber security. May be repeated for credit with a different topic.

### Credit Hours

**Min:**
1

**Max:**
6

## CYBR598 - Practicum in Cyber Security Engineering

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
CYBR

**Course Number**
598

**Course Description**
In this course, students will engage in an applied learning experience working for a business, government, or nonprofit organization. Students may be focusing on an individual project or employer-designated internship program.

### Credit Hours

**Min:**
1

## DNPC600 - Orientation to the DNP Scholarly Project Series

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
600

**Course Description**
This course serves as the foundational introduction to the DNP scholarly project, guiding students through the early stages of their Evidence-Based Practice (EBP) projects. Emphasis is placed on differing forms of nursing scholarship and exploring key factors that contribute to the success of a DNP project. Students will engage in discussions about critical elements such as project design, feasibility, and alignment with healthcare outcomes. By the end of the course, students will be prepared to embark on their DNP scholarly project series with a clear understanding of the EBP process. Prerequisites: None

### Credit Hours

**Min:**
1

## DNPC601 - DNP Scholarly Project: Planning and Development

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
601

**Course Description**
This is the first course in the Doctor of Nursing Practice (DNP) Scholarly Project series that equips DNP students with the skills necessary to design, implement, and evaluate complex healthcare delivery programs and evidence-based practice projects. Building on a foundation of scientific inquiry and advanced practice competencies, students will critically analyze existing evidence and begin to develop proposals that outline innovative solutions to improve patient care or system performance. Emphasis is placed on leadership in system change, the application of evidence-based practice, and strategic planning for project implementation and evaluation. Prerequisites: None

### Credit Hours

**Min:**
1

## DNPC602 - DNP Scholarly Project: Conceptualization and Planning Proposal

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
602

**Course Description**
This course prepares students to conceptualize, develop, and propose a comprehensive evidence-based practice (EBP) project that addresses a specific clinical or organizational problem. This is the second course in the Doctor of Nursing Practice (DNP) Scholarly Project series. At the conclusion of this course, students will have developed a comprehensive EBP project proposal ready for implementation in their DNP Scholarly Project. Prerequisites: None

### Credit Hours
**Min:**
1

## DNPC603 - DNP Scholarly Project: Implementation

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
603

### Credit Hours
**Min:**
1

## DNPC604 - DNP Scholarly Project: Evaluation

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
604

**Course Description**
This is the fourth course in the Doctor of Nursing Practice (DNP) Scholarly Project series, focusing on comprehensive evaluation. Utilizing quality improvement tools and methodologies, students will assess the outcomes of their evidence-based project (EBP), including patient care improvements, system changes, and stakeholder satisfaction. By the end of the course, students will finalize their project outcomes, prepare recommendations for sustainability, and present their findings to healthcare leadership and interdisciplinary teams. Prerequisites: None

### Credit Hours
**Min:**
2

## DNPC605 - DNP Scholarly Project: Dissemination

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
605

**Course Description**
This final course of the Doctor of Nursing Practice (DNP) Scholarly Project series is designed to prepare students for the final dissemination of their DNP Scholarly Project. Students will design a comprehensive dissemination plan to share their evidence-based practice (EBP) project results with key stakeholders, academic communities, healthcare organizations, and broader audiences. This course emphasizes the various methods of dissemination, including written, oral, and digital formats, ensuring that students effectively communicate the significance of their work. By the end of the course, students will have successfully disseminated their project through a formal presentation, publication, or other suitable methods, contributing to the advancement of nursing and healthcare practice. Prerequisites: DNPC 604

### Credit Hours
**Min:**
1

## DNPC610 - Philosophy of Reflective Practice

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
610

**Course Description**
Provides the student with the opportunity to explore the philosophical underpinnings of advanced nursing practice and practice inquiry including ontology and epistemology of reflective practice and current practice inquiry perspectives. Explores selected methodologies and their philosophical assumptions as a basis for developing a reflective practice that informs and is informed by inquiry bridging science and practice.Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

### Credit Hours
**Min:**
3

## DNPC611 - Methods of Translational Science/ Evidence Based Clinical Practice

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
611

**Course Description**
This is the first of several courses in the APRN program that provides the foundation and methods for translational science and evidence-based clinical practice. Focuses on critical analysis, synthesis, and application of translational research models. Emphasizes areas including: (a) establishing a connection between scientific research and clinical practice, (b) evaluating research findings for application in evidence based practice, (c) exploring analytic approaches to translational science (including interdisciplinary models), and (d) examining the impact of translational science findings into practice at the individual, family, system, and population level. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

### Credit Hours
**Min:**
3

## DNPC613 - Advanced Applications of Evidence-Based Practice

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
613

**Course Description**
This course advances the principles of evidence-based practice (EBP) by focusing on the critical evaluation, application, and implementation of EBP in complex healthcare settings. Students will enhance their ability to translate and integrate research findings into practice to improve patient outcomes and healthcare quality. The course emphasizes advanced methodologies for synthesizing evidence, evaluating its applicability in diverse populations, and addressing challenges such as ethical considerations, resource limitations, and practice

variability. Through case studies and real-world applications, students will develop the skills needed to lead evidence-based initiatives, foster a culture of inquiry, and contribute to the ongoing evolution of nursing practice. Prerequisites: None

### Credit Hours
**Min:**
3

## DNPC620 - Philosophy Reflective Practice

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
620

### Credit Hours
**Min:**
3

## DNPC621 - Methods Translational Science

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
621

### Credit Hours
**Min:**
3

## DNPC622 - Pathogenesis of Complex Disease

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
622

**Course Description**
Critical analysis and synthesis of advanced pathophysiology and clinical genetics to examine complex disease states in acutely or chronically ill individuals with an emphasis on multi-system conditions. Provides a foundation for use of evidence-based practice models in clinical management with an emphasis on pharmacogenetics. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course. Prerequisites: APNC 520, APNC 521, APNC 523.

### Credit Hours
**Min:**
3

## DNPC623 - Epidemiology and Biostatistics

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
623

**Course Description**
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.

### Credit Hours
**Min:**
3

## DNPC625 - Epidemiology: Foundations of Evidence-Based Practice

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
625

**Course Description**
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. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

### Credit Hours
**Min:**
3

## DNPC626 - Strategic Planning and Quality Initiatives

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
626

**Course Description**
Emphasizes strategic planning and management, systems and organizational theories, and quality improvement tools, processes and methodologies. Acquaints students with the processes, tools and techniques of strategic planning that will enable them to manage their patient population more strategically and to contribute effectively to strategic thinking and action in healthcare organizations. 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. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course. Prerequisites: DNPC 625.

### Credit Hours
**Min:**
3

## DNPC626P - Strategic Planning and Quality Initiatives Practicum

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
626P

**Course Description**
This 108 hour practicum focuses on leadership and the healthcare delivery process from a systems perspective. The application of strategic planning, management processes, systems, and organizational theories are emphasized. The use of quality improvement tools, processes, and methodologies is explored.

### Credit Hours
**Min:**
2

## DNPC630 - DNP Scholarly Practice

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
630

**Course Description**
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. Students will be registered by their advisor for 1-6 units each semester in order to complete the minimum number of total units for their specialty track (I.e., Post MSN DNP: 10 total units; BSN/DNP FNP & PMHNP: 11 total units; BSN/DNP FNP/AGNP & FNP/PNP: 8 total units). Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

### Credit Hours
**Min:**
1

**Max:**
19

## DNPC631 - Role of the Nurse with a Doctor of Nursing Practice

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
631

**Course Description**
This course explores the multifaceted role of the Doctor of Nursing Practice (DNP) nurse within contemporary healthcare systems. It emphasizes the integration of advanced clinical expertise with leadership, policy advocacy, and reflective practice. Students will examine how DNP-prepared nurses influence healthcare outcomes through strategic decision-making, policy development, and reflective self-assessment. The course will also focus on the practical application of these roles in various healthcare settings, fostering the development of innovative solutions to complex healthcare challenges. Prerequisites: None

### Credit Hours
**Min:**
2

## DNPC648 - Health Policy Analysis

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
648

**Course Description**
Examines the process of policy formation within the health care industry from the perspectives of origin, implementation, and analysis. Focuses on the impact of health policy on the consumer and provider. Examines current legislative actions and issues and assumes a leadership role in the policy making process. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

### Credit Hours
**Min:**
3

## DNPC650 - Data Analysis and Evaluation

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
650

**Course Description**
This course equips Doctor of Nursing Practice (DNP) students with the skills needed to apply epidemiologic principles and advanced data management techniques in addressing complex health problems. Emphasizing the integration of epidemiologic models, students explore factors contributing to health conditions and develop strategies for data management and evaluation. The course aims to enhance the ability to utilize data for evidence-based practice, improve patient outcomes, and contribute to effective healthcare solutions. Prerequisites: None

### Credit Hours
**Min:**
3

## DNPC651 - Health Policy and Advocacy in Nursing Practice

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
651

**Course Description**
This course examines the process of health policy formation from the perspectives of origin, implementation, and analysis, with a focus on its impact on both healthcare consumers and providers. Students will explore the relationship between health policy, healthcare delivery, and nursing practice, gaining a comprehensive understanding of how policies shape the healthcare landscape. Students will learn the role of the nurse in policy formulation and advocacy efforts by analyzing current legislative actions, regulatory frameworks, and policy issues. The course emphasizes the influence of healthcare delivery systems on quality improvement and equitable care in the United States (U.S.) and globally. Prerequisites: None

### Credit Hours
**Min:**
2

## DNPC653 - Financial Decision Making for Health Care Settings

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
653

**Course Description**
Explores the financial characteristics of health care as a business. Provides a forum to evaluate financial information through the analysis of budgets, financial statements, insurance/reimbursement, cost effectiveness, cost avoidance, and how those elements specifically affect the role of the Doctor of Nursing Practice. Provides a foundation of financial analytical skills to be applied in various health care settings. Note: A minimum 80% examination average must be achieved in order to successfully complete the course. Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

### Credit Hours

**Min:**
3

## DNPC660 - Advanced Leadership and Financial Decision Making for Complex Systems Management

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
660

**Course Description**
This course explores theoretical and applied principles of leadership and operational characteristics in complex healthcare delivery systems. Students will explore healthcare organizations to determine how leadership, finance, technology, and system complexity affects care delivery through the analysis of budgets, financial statements, insurance/reimbursement, cost-effectiveness, and cost avoidance. Students will learn the role of the Doctor of Nursing Practice in developing system-wide strategies to improve cost-effectiveness, health equity, and care outcomes. This course will examine the differences between traditional systems management and healthcare systems and financial management. Prerequisites: Admission to the Doctor of Nursing Practice program consent of instructor.

### Credit Hours

**Min:**
3

## DNPC660P - Advanced Leadership for Complex Systems Management Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
660P

**Course Description**
This 108 hour practicum focuses on applying leadership principles in complex healthcare delivery systems. The effects of leadership, technology, and system complexity on healthcare delivery are explored. The difference between learning healthcare systems management and traditional systems management is examined. Developing practical skills in conducting detailed workflow analyses within healthcare systems or specific service lines is emphasized.

### Credit Hours

**Min:**
2

## DNPC661 - Leadership, Advocacy, and Quality Management I

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
661

**Course Description**
In alignment with the mission and values of the University of San Diego, this course strives to foster compassion, respect for human dignity and inclusion, as students transition from academic learning to professional practice. The first in a two-course series introduces various change management models needed to lead initiatives. Emphasis is on developing advocacy strategies for engaging with diverse populations through interprofessional collaboration. Prerequisites: None

### Credit Hours

**Min:**
1

## DNPC662 - Leadership, Advocacy, and Quality Management II

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
662

**Course Description**
In alignment with the mission and values of the University of San Diego, this course strives to foster compassion, respect for human dignity and inclusion, as students transition from academic learning to professional practice. The second in a two-course series emphasizes various change management models preparing students to lead initiatives by developing advocacy strategies for engaging with diverse populations through interprofessional collaboration. Prerequisites: DNPC 661

### Credit Hours

**Min:**
2

## DNPC665 - Consumer Health Informatics

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
665

**Course Description**
This course explores theoretical and applied principles of leadership in complex health care delivery systems. Students will explore health care organizations to determine how leadership, technology, and system complexity affects care delivery. Students will examine how learning health care systems management differs from traditional systems management and the benefits they offer to complex delivery systems. Prerequisites: Admission to the Doctor of Nursing Practice; admission to or graduation from the Nursing Informatics, or Health Care Informatics program and completion of HCIN 540 or consent of instructor.

### Credit Hours

**Min:**
3

## DNPC670 - Finance for Advanced Healthcare Leadership

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
670

**Course Description**
This course develops advanced leadership and financial management skills essential for effective healthcare organizational management. Students learn to interpret financial statements, develop budgets, and make data-driven decisions that align clinical and financial priorities. Through case studies and applied learning, the course emphasizes balancing leadership responsibilities with financial stewardship to ensure sustainable, high-quality care in complex healthcare environments. Prerequisites: None

**Credit Hours**
**Min:**
3

## DNPC671 - Quality and Advocacy in Healthcare Systems I

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
671

**Course Description**
In alignment with the mission and values of the University of San Diego, this is the first of two courses examining leadership within complex healthcare systems. Utilizing systems theory and real-world case studies, students develop leadership skills to advocate for policy changes, foster interprofessional collaboration, and implement quality initiatives that improve patient outcomes in healthcare environments. Students critically evaluate healthcare organizations to assess how leadership, technological innovations, and system complexities impact patient care quality. The course highlights the nurse leader's role in driving advocacy efforts and promoting safety and equity within healthcare systems. Prerequisites: None

**Credit Hours**
**Min:**
1

## DNPC672 - Quality and Advocacy in Healthcare Systems II

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
672

**Course Description**
This advanced leadership course focuses on strategic planning, management, and quality improvement in complex healthcare systems. Building on foundational leadership skills acquired in Quality and Advocacy in Healthcare Systems I, this second course of the series explores strategies to influence healthcare delivery at the systems level. Students develop the skills needed to lead quality improvement initiatives, manage patient populations, and contribute to the strategic direction of healthcare organizations. By focusing on system-level thinking and leadership, students gain the expertise necessary to drive high-quality outcomes and organizational success. Prerequisites: None

**Credit Hours**
**Min:**
2

## DNPC686 - Perspectives in Program Planning and Evaluation

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
DNPC

**Course Number**
686

**Course Description**
Prepares students to design, implement, and evaluate health care delivery or educational programs or projects. Focuses on principles of program planning and evaluation and models applicable to comprehensive systematic evaluations of complex health care delivery or educational projects or programs. Students design and implement an evaluation of a specific evidence-based practice project, health care delivery program, or educational program.Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**Credit Hours**
**Min:**
3

## EDLD500 - Research, Design and Evaluation of Nonprofit Programs

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
500

**Credit Hours**
**Min:**
4

## EDLD501 - Nonprofit Sector and Management Fundamentals

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
501

**Credit Hours**
**Min:**
3

## EDLD502 - Leadership & Ethics NonProfit

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
502

**Credit Hours**
**Min:**
3

**Credit Hours**
**Min:**
3

## EDLD503 - Nonprofit Finance

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
503

**Credit Hours**
**Min:**
3

## EDLD504 - Human Relations for Leaders

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
504

**Credit Hours**
**Min:**
1

## EDLD505 - Organizational Theory

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
505

**Credit Hours**
**Min:**
3

## EDLD506 - Resource Development

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
506

**Credit Hours**
**Min:**
3

## EDLD507 - Community Organizing and Change

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
507

## EDLD508 - Marketing for Nonprofit Organizations

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
508

**Credit Hours**
**Min:**
2

## EDLD509 - Legal Issues for Nonprofit Corporationss

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
509

**Credit Hours**
**Min:**
1

**Max:**
3

## EDLD510 - Board Management and Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
510

**Credit Hours**
**Min:**
2

## EDLD511 - Strategic Planning and Positioning

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
511

**Credit Hours**
**Min:**
2

**Max:**
3

## EDLD512 - Collaboration

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
512

**Credit Hours**
**Min:**
1

**Credit Hours**
**Min:**
2

## EDLD513 - Advocacy Skills and Strategies

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
513

**Credit Hours**
**Min:**
2

## EDLD514 - Public Speaking

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
514

**Credit Hours**
**Min:**
1

## EDLD515 - Risk Management

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
515

**Credit Hours**
**Min:**
1

## EDLD516 - Related Business Development

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
516

**Credit Hours**
**Min:**
1

**Max:**
3

## EDLD517 - Capital and Endowment Campaign Planning

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
517

## EDLD518 - Information Technology

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
518

**Credit Hours**
**Min:**
1

## EDLD519 - Media Relations

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
519

**Credit Hours**
**Min:**
1

## EDLD530 - Creative Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
530

**Credit Hours**
**Min:**
1

## EDLD535 - Related Business Development

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
535

**Credit Hours**
**Min:**
2

**Max:**
3

## EDLD549 - Research Design and Methodologies for Leaders

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
549

**Credit Hours**
**Min:**
3

## EDLD550 - Leadership Theory and Practice

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
550

**Credit Hours**
**Min:**
3

## EDLD551 - Human Relations for Leaders

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
551

**Credit Hours**
**Min:**
1

**Max:**
3

## EDLD552 - School Law for Aspiring Leaders

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
552

**Credit Hours**
**Min:**
3

## EDLD553 - Instructional Leadership and Supervision I

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
553

**Credit Hours**
**Min:**
2

**Max:**
3

## EDLD554 - Instructional Leadership and Supervision II

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
554

**Credit Hours**
**Min:**
2

## EDLD555 - Leadership and Ethics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
555

**Credit Hours**
**Min:**
3

## EDLD556 - Organizations and Diversity

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
556

**Credit Hours**
**Min:**
3

## EDLD557 - Leadership and Spirituality

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
557

**Credit Hours**
**Min:**
3

## EDLD558 - School Leadership and the Politics of Education

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
558

**Credit Hours**
**Min:**
3

## EDLD559 - Organizational Change

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
559

**Credit Hours**
**Min:**
3

## EDLD560 - School Law for Practicing Administrators

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
560

**Credit Hours**
**Min:**
3

## EDLD561 - Administration Posibilities

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
561

**Credit Hours**
**Min:**
3

## EDLD564 - Supporting Teachers for Instructional Improvement

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
564

**Credit Hours**
**Min:**
2

## EDLD565 - The Dynamics of Race, Gender and Culture in Higher Education

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
565

**Credit Hours**
**Min:**
3

## EDLD566 - Coaching and Mentoring

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
566

**Credit Hours**
**Min:**
3

## EDLD567 - Writing for Publication

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
567

**Credit Hours**
**Min:**
3

## EDLD568 - Academic Reading and Writing

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
568

**Credit Hours**
**Min:**
3

## EDLD570 - Human Services Administration

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
570

**Credit Hours**
**Min:**
3

## EDLD571 - History and Philosophy of Higher Education

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
571

**Credit Hours**
**Min:**
3

## EDLD572 - Leadership and Comteporary Issues

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
572

**Credit Hours**
**Min:**
3

## EDLD573 - Economics of Education

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
573

**Credit Hours**
**Min:**
3

## EDLD574 - Leadership and Development for Women

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
574

**Credit Hours**
**Min:**
3

## EDLD575 - The Community College

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
575

**Credit Hours**
**Min:**
3

## EDLD576 - Community College Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
576

**Credit Hours**
**Min:**
3

## EDLD577 - Higher Education Policy

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
577

**Credit Hours**
**Min:**
3

## EDLD578 - Higher Education Administration

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
578

**Credit Hours**
**Min:**
3

## EDLD579 - Topics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
579

**Credit Hours**
**Min:**
1

**Max:**
4

**Number Of Repeats:**
95

## EDLD580 - Consulting to Groups

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
580

**Credit Hours**
**Min:**
3

## EDLD581 - Special Topic in Leadership Studies

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
581

**Credit Hours**
**Min:**
1

**Max:**
3

## EDLD582 - Survey Research Methods

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
582

**Credit Hours**
**Min:**
3

## EDLD583 - Special Topics I

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
583

**Credit Hours**
**Min:**
1

**Max:**
2

## EDLD584 - Special Topics II

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
584

**Credit Hours**
**Min:**
1

**Max:**
2

## EDLD585 - Leadership for Change

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
585

**Credit Hours**
**Min:**
3

## EDLD588 - Diversity and the Preparation of School Leaders

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
588

**Credit Hours**
**Min:**
1

**Max:**
3

## EDLD590 - Leadership Internship

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
590

**Credit Hours**
**Min:**
3

## EDLD591 - Leadership Internship EdD

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
591

**Credit Hours**
**Min:**
3

## EDLD592 - Leadership Internship EdD

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
592

**Credit Hours**
**Min:**
3

## EDLD593 - Leadership Internship

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
593

**Credit Hours**
**Min:**
3

## EDLD594 - Student Affairs GA Seminar

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
594

**Credit Hours**
**Min:**
1.5

**Number Of Repeats:**
4

## EDLD595 - Thesis

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
595

**Credit Hours**

**Min:**
1

**Max:**
3

## EDLD597P - Practicum in School Administration I

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
597P

**Credit Hours**

**Min:**
3

## EDLD598P - Practicum in School Administration II

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
598P

**Credit Hours**

**Min:**
3

## EDLD599 - Independent Study

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
599

**Credit Hours**

**Min:**
0.5

**Max:**
3

## EDLD600 - Leadership Theory and Practice

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
600

**Credit Hours**

**Min:**
3

## EDLD601 - Organizational Theory and Change

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
601

**Credit Hours**

**Min:**
3

## EDLD602 - Leadership, Inquiry and Research I

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
602

**Credit Hours**

**Min:**
3

## EDLD603 - Ethics and Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
603

**Credit Hours**

**Min:**
3

## EDLD604 - Policy-Making Processes

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
604

**Credit Hours**

**Min:**
3

## EDLD605 - Adult Development

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
605

**Credit Hours**

**Min:**
3

## EDLD606 - Leadership, Inquiry and Research II

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
606

**Credit Hours**
**Min:**
3

## EDLD607 - Applied Statistics and Quantitative Research Methods

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
607

**Credit Hours**
**Min:**
3

## EDLD608 - Qualitative Research Methods

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
608

**Credit Hours**
**Min:**
3

## EDLD609 - Evaluation: Theory and Practice

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
609

**Credit Hours**
**Min:**
3

## EDLD610 - Dissertation Seminar

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
610

**Credit Hours**
**Min:**
3

## EDLD611 - Dissertation

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
611

**Credit Hours**
**Min:**
1

**Max:**
9

## EDLD612 - Advanced Qualitative Research Methods

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
612

**Credit Hours**
**Min:**
3

## EDLD613 - Advanced Quantitative Research Methods

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
613

**Credit Hours**
**Min:**
3

## EDLD620 - Law & Politics of Education

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
620

**Credit Hours**
**Min:**
3

## EDLD695 - Dissertation

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
695

**Credit Hours**
**Min:**
1

**Max:**
9

## EDLD698 - Special Topics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
698

### Credit Hours

**Min:**
3

## EDLD699 - Independent Study

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDLD

**Course Number**
699

### Credit Hours

**Min:**
1

**Max:**
3

## EDSP550F - Birth-3 Fieldwork

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDSP

**Course Number**
550F

### Credit Hours

**Min:**
3

## EDSP574 - Global Perspectives and Foundations in SPED

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDSP

**Course Number**
574

**Course Description**
Focus is on identification and distinction of characteristics and needs that qualify an individual for special education services according to federal and state law. The principles of action research and global perspectives of special needs frame an investigation of the academic, social and behavioral needs of individuals. Candidates use a global historical lens to understand the philosophy, education foundations and evidenced-based research that underpin the legal and ethical definition and service delivery options for individuals with exceptional needs. Emphasis is placed on individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available. Candidates explore how cultural, community and individual diversity and the needs of English learners influence classification and placement.

### Credit Hours

**Min:**
3

## EDSP589I - Healthy Environments and Inclusive Education in a Global Society

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDSP

**Course Number**
589I

**Course Description**
This course provides candidates an overview of two critical areas relative to teaching school-age populations incontemporary schools: (I) creating supportive, healthy environments for student learning, and (2) teaching specialpopulations in general education. Personal, family, school, community and environmental factors related tostudents' academic, physical, emotional and social well being are addressed as well as the effects of student healthand safety on leaning. Candidates learn and apply skills for communicating and working constructively withstudents, their families and community members and how to access site-based and community resources andagencies in order to provide integrated support to meet the individual needs of each student.Characteristics and service delivery needs of individuals with disabilities from birth through adulthood are alsoinvestigated. Legally mandated categorical disabilities are discussed in terms of the individual, family, education,and ancillary service issues. There is a primary focus on how educational, behavioral, social, ecological,transitional, and vocational needs of exceptional students can be addressed in general education settings. Discussioncovers a multiplicity of strategies and techniques recommended for integrated service delivery for individuals withspecial needs in general education and in local communities.

### Credit Hours

**Min:**
3

### Course Attributes

**Course Attributes**
I

## EDSP590P - Student Teaching Mild to Moderate Disabilities

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDSP

**Course Number**
590P

**Course Description**
Supervised full day semester long student teaching in settings serving individuals with mild to moderate disabilities. This includes individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other healthimpairment, emotional disturbance, and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available. Focus is on curriculum and instruction planning and delivery that addresses the individual needs of students while maintaining the integrity of age appropriate state mandated subject matter standards. Competency is demonstrated in relation to referral, assessment, IEP/ITP/BIP process, instruction, intervention, intervention, program, instructional and materials modification, consultation, coteaching, teacher inservice, behavior planning, and intervention. Theory, practice and research are integrated into activities designed to provide education specialists with a multiplicity of strategies and techniques for working with students, paraeducators, and 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 individualtransition plans (ITPs). Planning and delivery of instruction concurrently attends to the need of English Language Learning and the diversity of student, parent and community norms.

### Credit Hours

**Min:**
1

**Max:**
7

## EDSP590S - Student Teaching Mild to Moderate Disabilities Seminar

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDSP

**Course Number**
590S

**Course Description**
Concurrent Enrollment in EDSP 590P and this seminar are required. The seminar will provide students enrolled in student teaching with additional support with their placements. Class meeting will also include reviews of instructional strategies andpedagogical competencies designed to support students with their student teaching experience.

### Credit Hours

**Min:**
1

## EDSP594P - ECE Practicum

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDSP

**Course Number**
594P

### Credit Hours

**Min:**
1

**Max:**
4

## EDSP599 - Independent Study

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDSP

**Course Number**
599

**Course Description**
Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signatures of the faculty supervisor, Department Chair and the Associate Dean prior to registering for the course.

### Credit Hours

**Min:**
1

**Max:**
3

## EDTE500P - Diversity, Inclusion & Schooling

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
500P

**Course Description**
This course explores how social inequities related to disability, social class, race and ethnicity, language, class, gender, national origin, and sexual orientation are often perpetuated in schools. The course is organized around three dimensions of schooling and social inequality: (1) Public schools in the U.S. are a project of nation-building, expansion, and imperialism that developed a sociocultural hierarchy via curriculum, instruction, and organization. (2) Historically, to maintain privileges among the dominant cultural group, schools and school systems are organized to track, segregate, and exclude based on socially constructed norms regarding language, ability, and race. (3) Addressing contemporary inequalities requires ongoing advocacy and cultural understanding among educators and community members at all levels. Within this context, candidates critically explore how their own social and political location vis-a-vis schooling impacts their assumptions about the purposes and processes of formal education.

### Credit Hours

**Min:**
3

## EDTE501P - Methods for Language & Literacy

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
501P

**Course Description**
This course is designed to support candidates in developing as literacy instructors within PK-12. Teacher candidates will develop a critical literacy lens through examination of theories and current practices from local, national, and global perspectives. Teacher candidates will develop foundational literacy knowledge to support assessing, diagnosing, and supporting readers at all levels and within content specific contexts. Candidates will practice and implement (1) evidence based literacy instruction via Culturally Responsive and Universally Designed Lesson plans, (2) literacy goal writing, (3) embedding literacy into content, and (4) aligning literacy practices to content standards. The course includes current research, lectures, analysis of student work and literacy profiles, discussions, and field experience requirements.

### Credit Hours

**Min:**
3

## EDTE502P - Elementary Methods I: Math & Science

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
502P

**Course Description**
This course provides elementary PK-6 teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, social-emotional learning, individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices including reasoning, questioning, modeling, developing arguments, and communicating conclusions. Candidates will learn to build equitable learning environments through Universal Design for Learning (UDL), to plan inclusive lessons and units using backward design process, to construct formative and summative assessments, to use appropriate digital tools, and to provide for accommodations and/or modifications to promote student access to the curriculum.

### Credit Hours

**Min:**
3

## EDTE503P - Elementary Methods II: Humanities

### General

**College/School**
School of Leadership & Educ.

| Course Subject Code | Course Number |
|---|---|
| EDTE | 503P |

**Course Description**
This course provides PK-3, ECE and Multiple Subject teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in social studies and The Arts in accordance with State and National Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development of students' creativity and imagination in and through the arts. Prerequisites: EDTE 502P OR EDTE 523P AND EDTE 524P

### Credit Hours

**Min:**
3

## EDTE504P - Secondary Methods I

### General

**College/School**
School of Leadership & Educ.

| Course Subject Code | Course Number |
|---|---|
| EDTE | 504P |

**Course Description**
This course provides an overview of curriculum theory and instructional practice at the secondary level. Candidates will trace the evolution of curriculum theory in the United States beginning with early emphases on science and progress at the turn of the 20th century to present-day foci on inclusion, culturally relevant pedagogy, and learning technology. Within this theoretical framing, students are introduced to contemporary research-based practices in teacher education. Specific topics covered include unit and lesson planning, Universal Design Learning (UDL), assessment theory, state curriculum frameworks, teacher inquiry and reflection, and accommodations for diverse learners. This course provides a theory-to-practice foundation for content specific teaching methods in the following semester.

### Credit Hours

**Min:**
3

## EDTE505P - Secondary Methods II: Social Science

### General

**College/School**
School of Leadership & Educ.

| Course Subject Code | Course Number |
|---|---|
| EDTE | 505P |

**Course Description**
This methods course explores the purposes, challenges, complexities, and practical approaches to teaching about the social world at the secondary level. Students will have extensive opportunities to develop, implement, reflect upon, and refine units of study in history and social science. Candidates will collaborate on sourcing and evaluating potential lesson materials and developing original units of study on movements, moments, places, populations, structures, and issues relevant to today's global society. A variety of content delivery models will be presented and practiced, including student- and teacher-centered instruction; inquiry-, project-, and problem-based approaches; and cooperative learning strategies. Special emphasis is placed on strategies for accommodating diverse learners and learning needs. Prerequisites: EDTE 504P OR EDTE 525P AND EDTE 526P

### Credit Hours

**Min:**
3

## EDTE506P - Secondary Methods II: Science

### General

**College/School**
School of Leadership & Educ.

| Course Subject Code | Course Number |
|---|---|
| EDTE | 506P |

**Course Description**
This course is a continuation of EDTE 504P: Secondary Methods I, building on candidate's fundamental knowledge of science teaching and learning. This course has a focus on using educational technologies to support science lessons, integrating other subject matter areas with science content (math, literacy, special education), designing lessons that include all students in learning science, and assessing student understanding of science and the nature of science. Candidates use lesson study to plan and teach lessons for students to learn science, observe K-12 students learning science, and conduct research on students' scientific learning. In addition, candidates consider the role and equity of gender, ethnicity, learning needs, and socio-economic status of scientists and science learners as well as controversial science topics in the news. Prerequisites: EDTE 504P OR EDTE 525P AND EDTE 526P

### Credit Hours

**Min:**
3

## EDTE507P - Secondary Methods II: Mathematics

### General

**College/School**
School of Leadership & Educ.

| Course Subject Code | Course Number |
|---|---|
| EDTE | 507P |

**Course Description**
Secondary Methods II- Mathematics prepares students for providing high quality instruction in single subject mathematics classrooms. In the course students will explore why they plan to teach as well as how they plan to teach mathematics. The course exposes students to cultural, social and psychological theories of learning; the development of children's mathematical thinking; and research-based instructional practices that promote mathematics success across a range of students including those who have been identified as having a learning difference or disability. Students will develop their philosophy of mathematics teaching, design a humanizing mathematics syllabus, solve mathematical problems using a variety of methods, practice giving mathematics lessons, engage in continual instructional improvement activities, grapple with issues of equity as they pertain to mathematics teaching and learning, and explore digital resources and technologies related to teaching mathematics for understanding. Prerequisites: EDTE 504P OR EDTE 525P AND EDTE 526P

### Credit Hours
**Min:**
3

## EDTE508P - Secondary Methods II: English

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
508P

**Course Description**
This methods course explores the purposes, challenges, complexities, and practical approaches to teaching English Language Arts at the secondary level. Teacher candidates will have extensive opportunities to develop, implement, reflect upon, and refine units of study aligned with the Common Core Standards for the teaching of English. Candidates will design and implement assessments and rubrics to practice analyzing student work and learning. A variety of content delivery models will be presented and practiced, including student- and teacher-centered instruction; inquiry-, project-, and problem-based approaches; and cooperative learning strategies. Special emphasis is placed on strategies for accommodating diverse learners and learning needs, and using instructional technology. Prerequisites: EDTE 504P OR EDTE 525P AND EDTE 526P

### Credit Hours
**Min:**
3

## EDTE509P - Secondary Methods II: World Language

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
509P

**Course Description**
This methods course explores the purposes, challenges, complexities, and practical approaches to teaching world languages at the secondary level. Teacher candidates will have extensive opportunities to develop, implement, reflect upon, and refine units of study aligned with the ATCFL Standards for the teaching of foreign languages. Candidates will design and implement assessments and rubrics to practice analyzing student work and learning. This course has been designed to provide you with the theoretical background of most recent trends in foreign language teaching methodologies. The theoretical foundation will be applied to the teaching of the four communicative skills such as speaking, listening, reading and writing and the teaching of culture to help you develop a repertoire of teaching techniques and strategies in any of these areas. This will further allow you to develop your own philosophy of foreign language teaching, matching your own teaching style with the needs of a diverse student body. This course takes a combination of pragmatic and theoretical approaches to training you as a foreign language teacher. Prerequisites: EDTE 504P OR EDTE 525P OR EDTE 526P

### Credit Hours
**Min:**
3

## EDTE510P - Educational Psychology

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
510P

**Course Description**
This course synthesizes aspects of developmental and educational psychology to prepare candidates to work with the wide range of individual student differences in skills, motivation, experience and development that are encountered in public and private schools. Students become familiar with cognitive, physical, social/emotional, and moral development of children and adolescents. Students examine research that informs teachers to make connections between theory, empirical research, and educational practice with regard to learning.

### Credit Hours
**Min:**
3

## EDTE511P - Equity & Advocacy in Educational Systems

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
511P

**Course Description**
This course explores how teachers can promote equity through advocacy in educational systems. Candidates engage with current and historical perspectives about federal, state, and local bodies of educational resource allocation and decision-making; legal and policy implications of laws and important court decisions (i.e. ESEA, IDEA, Section 504, and ELL/ELD laws, Williams Case, Serrano v. Priest, Lau v. Nichols, Brown v. Board, Plessy v. Ferguson, and California's Prop. 187, 209, 227, 58) and reflect on how these play out in the classrooms they observe at practicum sites. With a firm grounding in understanding the institutionalized inequities within the systems (schools, class, community), candidates learn about models of reform and create plans for connecting stakeholders and advocating for students. Candidates critically analyze policies that impact LGBTQ families, immigrants (documented and undocumented), English-language learners, those with disabilities, those in poverty, etc. and propose improvements to practice. Prerequisites: EDTE 500P.

### Credit Hours
**Min:**
3

## EDTE512P - Methods for Multilingual Learners

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
512P

**Course Description**
This course intends to provide teacher candidates with knowledge and skills so they can provide a supportive learning environment for students' second language acquisition by using research based instructional approaches such as G.L.A.D, English Language Development (ELD), and Specially Designed Academic Instruction in English (SDAIE) in the four domains; Listening, speaking, reading, and writing development. Candidates learn how to informally assess English learners (Multilingual learners or MLs) in the domains and design instruction that is linguistically, culturally and academically appropriate and addresses the needs of individual students. Candidates practice scaffolding for ELD in language arts, and for structured English immersion. They learn how to plan ELD/ELA standards-aligned lessons and to employ a variety of instructional strategies, including comprehensible input, scaffolding, and critical inquiry for the different language proficiency levels. Candidates also demonstrate an understanding about the differences between students whose only instructional need is to acquire Standard English proficiency and students who may have an identified disability affecting their ability to acquire standard English proficiency. They learn about the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions. The course helps

candidates develop socio-cultural knowledge, pedagogical skills and dispositions to support multilingual learners (MLs), and skills to create effective and supportive welcoming environments. This course reviews policy that has had an impact on MLs and reviews the theoretical perspectives of second language (L2) acquisition and programs for this student population.

### Credit Hours

**Min:**
3

### Course Attributes

**Course Attributes**
C

## EDTE513P - Positive Behavior Supports for Family, School, and Community Engagement

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
513P

**Course Description**
PK-12 schools serve students and families from culturally and linguistically diverse backgrounds, various ranges of ability, and differing levels of resources. This course is designed to provide educators with the skills required to work effectively with the families, school, and community in creating a safe, positive, and engaging environment to meet the needs of all learners. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across PK-12 settings where individuals with and without individualized education plans (IEPs) are receiving instructional, social, behavioral and transition life-skill services. Candidates will learn and apply positive behavioral interventions and supports (PBIS) and functional behavior analysis (FBA) to understand that all behavior has communicative intent and is open to cultural interpretation, and to develop ways to respond to behavior that are reflective, proactive and supportive towards students' growth. Additional focuses will include collaboration, 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 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. The course uses a disability studies lens, focusing on a strengths-based understanding of families and the influence of social and cultural factors on the lived experience of disability. Through this course, candidates will demonstrate effective and professional collaborative strategies in working with stakeholders (families, other educators, paraprofessionals, administration, district personnel, community-based organizations, and outside agencies).

### Credit Hours

**Min:**
3

## EDTE514 - Educational Research Methods

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
514

**Course Description**
This course is an introduction to research methods with an emphasis on reflective, practitioner-directed inquiry. The course surveys quantitative, qualitative and mixed-methods educational research studies, focusing on the nature of action research and action research methodology. A primary goal of the course is to prepare educational professionals to access and critically consume educational research findings to support and extend their own inquiries. Candidates will complete a certification through the Institutional Review Board (IRB) in understanding the principles and policies of ethical research on human subjects. Candidates will use the "plan-teach-assess-reflect-apply" framework of educational action research in their credential performance assessment requirement to assess their classroom and students' needs, conduct a literature review, identify classroom-focused research questions, design appropriate instructional projects using a variety of data sources, and initiate those projects in their field placement. They will analyze the findings and reflect on their own instructional style towards becoming teacher-researchers.

### Credit Hours

**Min:**
3

## EDTE515S - Capstone Seminar

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
515S

**Course Description**
In keeping with the re-iterative structure of action research, in this course, candidates will complete a second cycle of the "plan-teach-assess-reflect-apply" framework of educational action research in their credential performance assessment requirement. Candidates will reflect on their implementation of the first cycle, make appropriate modifications and conduct a second cycle of implementation. This course will support candidates as they work to analyze data collected in their field placements, and as they continue on their journey as teacher-researchers. This capstone course culminates in the dissemination of candidates' research through a written paper that maintains appropriate academic tone and style and a presentation to a professional audience. Prerequisites: EDTE 514.

### Credit Hours

**Min:**
3

## EDTE516 - Technology & Learning

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
516

**Course Description**
Instructional technology integration (sometimes called EdTech) is a crucial part of preparing our PK-12 students for their futures. New and emerging technologies are what your students will be using to learn and complete projects. It can also be a means to enhance learning, improve motivation, increase accessibility, individualize instruction, and improve communication with parents and stakeholders. This course will support you in developing your skills as you implement technology to support the full range of needs of your own students now and in the future. This course guides candidates in learning and applying the most current uses of technology in the classroom to support instruction, progress monitoring, and communication between students, teachers, and families. Candidates will effectively incorporate technology and assistive technology using the principles of Universal Design for Learning (UDL), Multi-Tiered System of Support (MTSS), and the standards from the International Society for Technology in Education (ITSE) to support access to and engagement of the curriculum for learners within multiple settings. Candidates will learn about community resources and agencies supporting assistive technology for learners and families.

### Credit Hours

**Min:**
3

## EDTE517P - Assessment: Pre-Referral to Collaborative Support

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
517P

**Course Description**
This course applies developmental, psychological, academic, social, and behavioral characteristics of learners in PK-12 to recommend academic, social, and behavioral supports for learning. Candidates are instructed on comprehensive (formal/informal), unbiased, non-discriminatory assessment of learners; collaborative multidisciplinary decision-making approach; and the application of learning theories in development of an academic support program (IFSP, IEP, and/or ITP). Candidates will review school records (such as ELPAC/CELDT, High Stakes Tests, etc.); assess a student's present levels of performance using norm-referenced, criterion referenced, curriculum-based measures, observations, and interviews; and gather information from multiple sources to inform identification, placement, planning, monitoring, and transitioning of students academically, socially and/or behaviorally. Candidates are trained on administration of assessments, data-driven decision making, and working with stakeholders in designing an academic, behavioral, and social/emotional support system at home, school, and within the community settings. This course provides hands-on experience with case studies / management, informed instruction, progress monitoring, and collaboration in support of diverse learning needs. The holistic assessment of diverse learners supports candidates in learning the skills necessary in teacher performance expectations and the standards of the CalTPA in a legal and ethical manner.

### Credit Hours

**Min:**
3

## EDTE518C - Educating the LatinX Student: History & Culture

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
518C

**Course Description**
This course will address the needs of students interested in teaching heritage Spanish language learners in bilingual/dual language programs in both elementary and secondary school settings. It provides Bilingual Authorization teacher candidates with the knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. This course provides knowledge on the cultural aspects of bilingualism and biliteracy from a local and international perspective. A focus is on the traditions, roles, status, and communication patterns of the culture of emphasis (LatinX) as experienced in the country or countries of origin and in the United States. Themes include Crosscultural, intercultural and intracultural relationships and interactions, family-school, community engagement, and partnerships and resources, and assist in identifying and using community resources as assets, as well as contributions of the Chicano/LatinX culture in California and the United States.

### Credit Hours

**Min:**
3

## EDTE519P - Methods for Language and Literacy in Spanish

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
519P

**Course Description**
Bilingual candidates explore research, develop and apply knowledge of metacognitive, metalinguistic and developmental processes of bilingualism and biliteracy. Candidates gain knowledge about appropriate language use and usage when interacting with students at different developmental stages of bilingualism and biliteracy. They use contrastive analysis to facilitate development of listening, speaking, reading, and writings skills in Spanish. They learn strategies to provide differentiated instruction in primary language instruction based on student proficiency levels and acquire effective strategies for teaching listening, speaking, reading and writing in Spanish. Candidates demonstrate knowledge of strategies for aligning instruction with California K-12 content standards and frameworks appropriate to grade-level expectations and students' language proficiency in Spanish. They also practice using standardized and non-standardized primary language assessments. The course provides opportunities for skill development in planning, selecting and using a variety of strategies for developing students' literacy in Spanish and how to write language and grade-level content objectives in lessons, providing linguistic scaffolding and activating background knowledge and experiences.

### Credit Hours

**Min:**
3

## EDTE520P - Bilingual Elementary Curriculum Methods I: Math and Science

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
520P

**Course Description**
This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, social-emotional learning, individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive dual language settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices including reasoning, questioning, modeling, developing arguments, and communicating conclusions. Candidates will learn to build equitable learning environments through Universal Design for Learning (UDL), to plan inclusive lessons and units using backward design process, to construct formative and summative assessments, to use appropriate digital tools, and to provide for accommodations and/or modifications to promote student access to the curriculum. They learn how to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. Candidates acquire knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. They select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences. They learn how to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials in the primary and target language. This course will model practices of blended learning (also known as hybrid learning) that allows students to integrate face-to-face learning with technology-based, digital instruction.

Learning takes place in settings (or in a combination of settings) that include the classroom, home, or mobile environments and gives students an element of control over the time and the pace of their learning. A portion of our classroom activities will include blended/digital learning and will adhere to the ISTE Standards. This course will be taught 50% in English and 50% in Spanish, with class sessions and presentations conducted in Spanish.

### Credit Hours

**Min:**
3

## EDTE521P - Bilingual Elementary Curriculum Methods II: Humanities

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
521P

**Course Description**
This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in social studies the Visual and Performing Arts and Physical Education in accordance with State and National Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development students' creativity and imagination in and through the arts and through physical education and movement. They learn how to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. Candidates acquire knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. They select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences. They learn how to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials in the primary and target language. This course will be taught 50% in English and 50% in Spanish, with class sessions and presentations conducted in Spanish. Prerequisites: EDTE 520P.

### Credit Hours

**Min:**
3

## EDTE522 - Foundations in Trauma Awareness, Resilience, and Restorative Approaches Across the Professions

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
522

**Course Description**
This interdisciplinary Foundations Course, central to the "Certificate of Trauma Awareness, Resilience and Restorative Approaches Across the Professions," is designed to provide an integrative lens on stress and trauma, restorative practice and approaches, and individual and community resilience. The course combines an academic understanding of the science of trauma with an experiential learning of skill-building practices which emphasize self-reflection, social and emotional awareness, resilience-centered trauma literacy for application in non-clinical settings, and a practical knowledge of restorative approaches across various disciplines. This Foundations Course is designed for professionals as well as USD graduate students interested in developing their understanding of stress, trauma, development, and adaptive capacity; expanding trauma awareness and cultural sensitivity in context; learning core principles of restorative practice working with communities; and exploring how the integration of trauma awareness, resilience, and restorative approaches can be implemented across professions.

### Credit Hours

**Min:**
3

## EDTE523P - Residency: Elementary Methods IA: Math & Science

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
523P

**Course Description**
This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science through the lenses of social justice, access, and equity and in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, social-emotional learning, and individual differences, candidates will be provided with opportunities to observe, teach, and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices including reasoning, questioning, modeling, developing arguments, and communicating conclusions. Candidates will learn to build equitable learning environments through Universal Design for Learning (UDL), to plan inclusive lessons and units using backward design process, to construct formative and summative assessments, to use appropriate digital tools, and to provide for accommodations and/or modifications to promote student access to the curriculum.

### Credit Hours

**Min:**
1.5

## EDTE524P - Residency: Elementary Methods IB: Math & Science

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
524P

**Course Description**
This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science through the lenses of social justice, access, and equity and in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, social-emotional learning, and individual differences, candidates will be provided with opportunities to observe, teach, and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices including reasoning, questioning, modeling, developing

arguments, and communicating conclusions. Candidates will learn to build equitable learning environments through Universal Design for Learning (UDL), to plan inclusive lessons and units using backward design process, to construct formative and summative assessments, to use appropriate digital tools, and to provide for accommodations and/or modifications to promote student access to the curriculum. Prerequisites: EDTE 523P

### Credit Hours

**Min:**
1.5

## EDTE525P - Residency: Secondary Methods IA

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
525P

**Course Description**
This course provides a brief overview of curriculum theory and instructional practice at the secondary level. Candidates will understand various learning theories and curriculum theory including the present-day focus on inclusion, culturally relevant pedagogy, and learning technology. Within this theoretical framing, students are introduced to contemporary research-based practices in teacher education. Specific topics covered include building community, the science of learning, reading and understanding IEPs, accommodations for diverse learners, social emotional learning, understanding by design, backwards mapping, state curriculum frameworks, writing learning objectives, formative and summative assessment, lesson and unit planning, rubrics, and pedagogical approaches focused on equity. This course provides a theory-to-practice foundation for content-specific teaching methods in the following semester.

### Credit Hours

**Min:**
1.5

## EDTE526P - Residency: Secondary Methods IB

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
526P

**Course Description**
This course provides a brief overview of curriculum theory and instructional practice at the secondary level. Candidates will understand various learning theories and curriculum theory including the present-day focus on inclusion, culturally relevant pedagogy, and learning technology. Within this theoretical framing, students are introduced to contemporary research-based practices in teacher education. Specific topics covered include Learning & Teaching models (PBL, Inquiry, Portfolios, Flipped Classroom, etc.), Literacy strategies across the content areas (reading, writing, speaking & listening), Refining Unit Plan and UDL lesson plans, teacher inquiry and reflection. This course provides a theory-to-practice foundation for content-specific teaching methods in the following semester. Prerequisites: EDTE 525P

### Credit Hours

**Min:**
1.5

## EDTE527S - Residency: Capstone Seminar A

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
527S

**Course Description**
Candidates enrolled in the Action Research Capstone Seminar will design and implement an original piece of classroom action research. This course is designed to foster critical self-reflection, promote a deep understanding of data, and develop classroom practices that support student learning. Each candidate is expected to start from the research proposal submitted in EDTE 514, though some may need to modify their research based on their placements this term or evolving research ideas. Each candidate will put theory into practice via an action research study and a presentation of the research in a public forum. Guidelines for the capstone papers are provided in the DLT Research Handbook. Close collaboration with your course instructor is required throughout EDTE 515S. The readings from the list of resources provided, lectures and online videos will assist candidates in developing research questions, creating appropriate research designs, addressing issues of validity, and strengthening their academic writing. Class time will operate as a seminar. Prerequisites: EDTE 514

### Credit Hours

**Min:**
1.5

## EDTE528S - Residency: Capstone Seminar B

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
528S

**Course Description**
Candidates enrolled in the Action Research Capstone Seminar will design and implement an original piece of classroom action research. This course is designed to foster critical self-reflection, promote a deep understanding of data, and develop classroom practices that support student learning. Each candidate is expected to start from the research proposal submitted in EDTE 514, though some may need to modify their research based on their placements this term or evolving research ideas. Each candidate will put theory into practice via an action research study and a presentation of the research in a public forum. Guidelines for the capstone papers are provided in the DLT Research Handbook. Close collaboration with your course instructor is required throughout EDTE 515S. The readings from the list of resources provided, lectures and online videos will assist candidates in developing research questions, creating appropriate research designs, addressing issues of validity, and strengthening their academic writing. Class time will operate as a seminar. Prerequisites: EDTE 514 and EDTE 527S

### Credit Hours

**Min:**
1.5

## EDTE529 - Theology and Catholic Education

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
529

**Course Description**
This course explores the many dimensions of American Catholic education about which teachers should be informed. The topics may include the history of Catholic education, current developments, issues and practices in Catholic education, the content of Catholic faith, spiritual and liturgical practices, and the participation of teachers in Catholic schools and their missions. This course will introduce members of the Academy of Catholic Teaching to the basic concepts of Catholic theology and explore their application to Catholic school teaching. Theology, biblical studies, spirituality, sociology, and Catholic Social Teaching will all be addressed. The subject matter will be addressed by experts in the field from the Franciscan School of Theology.

### Credit Hours
**Min:**
3

## EDTE547I - Educating Cross-Border Students

### General
**College/School**
School of Leadership & Educ

**Course Subject Code**
EDTE

**Course Number**
547I

**Course Description**
Capitalizing on San Diego's geographical location at the US-Mexico border, this course provides an immersive opportunity for USD students to explore the effects of immigration policies on the lives and educational experiences of students and their families living along this border and who may be separated because of deportation policies. Placing their experiences within the current socio-political context of neoliberal globalization, it analyzes the factors that influence families' decisions in seeking to cross the border into the US to get an education or to work, despite the odds and the perilous possibility of having to remain undocumented for years. It uses an assets-based lens to emphasize the resilience and spirit of community that sustains border-crossing students and highlights the role that teachers can play in recognizing and celebrating these funds of knowledge.

### Credit Hours
**Min:**
1.5

## EDTE547I - Educating Cross-Border Students

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
547I

**Course Description**
Capitalizing on San Diego's geographical location at the US-Mexico border, this course provides an immersive opportunity for USD students to explore the effects of immigration policies on the lives and educational experiences of students and their families living along this border and who may be separated because of deportation policies. Placing their experiences within the current socio-political context of neoliberal globalization, it analyzes the factors that influence families' decisions in seeking to cross the border into the US to get an education or to work, despite the odds and the perilous possibility of having to remain undocumented for years. It uses an assets-based lens to emphasize the resilience and spirit of community that sustains border-crossing students and highlights the role that teachers can play in recognizing and celebrating these funds of knowledge.

### Credit Hours
**Min:**
1.5

## EDTE548I - Exploring Community Capitals

### General
**College/School**
School of Leadership & Educ

**Course Subject Code**
EDTE

**Course Number**
548I

**Course Description**
This course provides a thorough examination of community capitals, covering intellectual, social, political, financial, and spiritual dimensions. Students will participate in theoretical discussions, apply these concepts in practical settings, and engage in dialogues with both community members and peers. The primary focus of the course is to cultivate asset-based perspectives and attitudes, highlighting the resilience and richness of the community that is the home of USD. The course includes a one-day immersion into the Linda Vista neighborhood and in-class sessions with guest speakers from the community, offering insights into various subject matters connected to the course based on their lived experiences.

### Credit Hours
**Min:**
1.5

## EDTE548I - Exploring Community Capitals

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
548I

**Course Description**
This course provides a thorough examination of community capitals, covering intellectual, social, political, financial, and spiritual dimensions. Students will participate in theoretical discussions, apply these concepts in practical settings, and engage in dialogues with both community members and peers. The primary focus of the course is to cultivate asset-based perspectives and attitudes, highlighting the resilience and richness of the community that is the home of USD. The course includes a one-day immersion into the Linda Vista neighborhood and in-class sessions with guest speakers from the community, offering insights into various subject matters connected to the course based on their lived experiences.

### Credit Hours
**Min:**
1.5

## EDTE551P - Clinical Experience 1: Practicum

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
551P

**Course Description**
This course is an introductory field-based practicum designed to provide classroom experiences that will enhance understanding of instructional methods and curriculum design. Students will have the opportunity to observe teaching and learning in progress and connect theories discussed in class with classroom practices. Field Requirement: 2-3 hours/week across 8-10 weeks (total: 20-30 hours) at an assigned school site under the supervision of a mentor teacher. Prerequisites: Certificate of Clearance and TB Test

### Credit Hours
**Min:**
0

**Max:**
1

## EDTE552P - Clinical Experience 2: Extended Practicum

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
552P

**Course Description**
This course is a field-based practicum designed to provide classroom experiences that will enhance understanding of instructional methods and curriculum design in both general and special education. Students will have the opportunity to

observe teaching and learning in progress and connect theories discussed in class with classroom practices. The mentor teachers will serve as a resource for students, providing a professional model, discussing practices with the teacher candidate, and supporting the student as they “try-out” lesson planning and classroom teaching at least 4 times throughout the semester. Field Requirement: 20 hours/week for the full semester (total: 260 hours) at an assigned school site under the supervision of a mentor teacher and university supervisor. NOTE: this course follows the USD semester schedule. Prerequisites: EDTE 551P. Passing Grade (P) in EDTE 551P

### Credit Hours

**Min:**
0

**Max:**
2

## EDTE553F - General Education Student Teaching and Seminar

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
553F

**Course Description**
EDTE 553F is a field-based course with an in-person seminar meeting to support the requirements of student teaching. Some semester meetings will be based on modules to support the completion of the California Teacher Performance (CalTPA). While teacher candidates are completing multiple or single subject (e.g., general education) student teaching, a multitude of necessary skills and steps are required for successful completion. In addition to daily field work in a student teaching setting, student teachers must utilize EdThena for formal observations from their university supervisor, complete CalTPA cycles 1 and 2, and build their Individual Development Plan (IDP) to bring with them into their future induction program. Candidates will use the "plan-teach-assess-reflect-apply" framework of CalTPA in their student teaching classrooms. The purpose of the student teaching seminar is also to allow participants to share, discuss, and evaluate their current practice in creating positive classroom environments. Through readings, observations, reflections, and sharing of personal student teaching experiences, participants will address current educational issues affecting children in our schools with an emphasis on diverse populations. Topics that may be discussed are classroom observation, classroom management, classroom environment, home-school connections, legal requirements and restrictions, continuing professional development, and professional collaboration.

### Credit Hours

**Min:**
3

## EDTE554F - Education Specialist Student Teaching and Seminar - Mild Moderate

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
554F

**Course Description**
EDTE 554F is a field-based course with an in person seminar meeting to support the requirements of the Education Specialist student teaching. Other semester meetings will be based on modules to support the Education Specialist teacher candidates’ roles as future teachers. While Education Specialist teacher candidates are completing multiple or single subject (e.g., general education) student teaching, a multitude of necessary skills and steps are required for successful completion. In addition to daily field work in a student teaching setting, student teachers must utilize EdThena for formal observations from their university supervisor. They will write their Individual Development Plan (IDP) to bring with them into their future induction program as well as complete an Education Specialist Transition Plan from Pre-school, primary to middle, from middle to high school, and from highs school to postsecondary. They will also be introduced to the California Teacher Performance Assessment (CalTPA) as they transition to adding a General Multiple or Single Subject credential authorization while student teaching the following semester Candidates will use the "plan-teach-assess-reflect-apply" framework of CalTPA in their student teaching classrooms as a framework as CalTPA for Education Specialist is currently being designed. The purpose of the student teaching seminar is also to allow Education Specialist student teachers to share, discuss, and evaluate their current practice in creating positive classroom environments. Through readings, observations, reflections, and sharing of personal student teaching experiences, participants will address current inclusive education educational issues affecting children in our schools with an emphasis on diverse populations. Topics that may be discussed are classroom observation, classroom management, classroom environment, home-school connections, legal requirements and restrictions, continuing professional development, and professional collaboration within inclusive classrooms.

### Credit Hours

**Min:**
3

## EDTE555F - Field Placement Support

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
555F

**Course Description**
This seminar runs concurrent with the field experience of a teacher of record either through internship at a public TK-12 setting or full-time teacher place at a private TK-12 institution. The seminar provides candidates an opportunity to share and discuss their experiences of being a teacher of record, make connections with what they learned in their university classrooms and what they are learning in the schools and their placement, and address special topics as they work towards meeting the teacher performance expectations set out by the state of California, University of San Diego, and their school placement.

### Credit Hours

**Min:**
1

## EDTE556F - Bilingual/Dual Language Clinical Experience: Student Teaching

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
556F

**Course Description**
EDTE 556F is a field-based course with an in-person seminar meeting to support the requirements of student teaching. This course is specific to candidates seeking a Multiple Subject credential with a bilingual authorization. Some semester meetings will be based on modules to support the completion of CalTPA and to help propel teacher candidates into the teaching profession. While teacher candidates are completing student teaching, a multitude of necessary skills and steps are required for successful completion. In addition to daily fieldwork in a student teaching setting, student teachers must complete formal observations with their university supervisor, submit CalTPA Cycles 1 and 2, and write their Individual Development Plan (IDP) to bring with them into their future new teacher induction program. Candidates will use the "plan-teach-assess-reflect-apply" framework of CalTPA in their student teaching classrooms. The purpose of the student teaching seminar is also to allow participants to share, discuss, and evaluate their current practice in creating curriculum and positive classroom environments. Through readings, observations, reflections, and sharing of experiences, students will address current educational issues affecting children in

our schools with an emphasis on diverse populations. Topics that may be discussed are classroom observation, classroom management, classroom environment, home-school connections, legal requirements and restrictions, continuing professional development, and professional collaboration. Prerequisites: EDTE 518C with a minimum grade of B-, EDTE 519P with a minimum grade of B-, EDTE 520P with a minimum grade of B- , EDTE 521P with a minimum grade of B

### Credit Hours

**Min:**
3

## EDTE557F - Residency Seminar

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
557F

**Course Description**
Completing any teacher credential and master's program, especially a residency, requires a fast-paced schedule of theoretical and field-based learning. Residency Seminar will weave together learnings and the day-to-day experiences in the field to provide a community of support, a safe place to address problems of practice, and a sounding board of fellow residents. Seminar will also educate residents in the practical requirements of becoming a credentialed teacher, including testing requirements (e.g., CalTPA) and Residency expectations throughout their program.

### Credit Hours

**Min:**
1

## EDTE558P - Field Support

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
558P

**Course Description**
This course provides field-based university supervision designed to enhance understanding of instructional methods and curriculum design for teacher candidates and teachers-of-record, such as Academy of Catholic Teachers (ACT) Fellows. Students enrolled in this course will have the opportunity to be observed and receive feedback on their teaching and learning progress and connect theories discussed in-class with classroom practices. The university supervisors will serve as a resource for students, providing a professional model, discussing practices with the supervised candidate, and supporting the student throughout the semester.

### Credit Hours

**Min:**
0

**Max:**
1.5

## EDTE559F - CalTPA Seminar

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
559F

**Course Description**
This seminar runs concurrent with an approved Internship at a partner school setting. The seminar provides candidates an opportunity to share and discuss their experiences of being a teacher-of-record, to make connections with what they learned in their university classrooms and what they are learning in the schools and their placement, and will also address special topics in teaching and learning as Interns work toward meeting the teacher performance expectations set out by the State of California.

### Credit Hours

**Min:**
0

**Max:**
1.5

## EDTE579 - Experimental Topics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
579

**Course Description**
This course number is used by SOLES for experimental topics courses. The title and content of each 579 course will vary by topic and program/department. If more than one 579 course is offered during a single semester, section numbers will allow for identification of the course.

### Credit Hours

**Min:**
0

**Max:**
3

## EDTE599 - Independent Study

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDTE

**Course Number**
599

**Course Description**
Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signatures of the faculty supervisor, Department Chair and the Associate Dean prior to registering for the course.

### Credit Hours

**Min:**
1

**Max:**
3

## EDU500 - CREATIVE PROBLEM SOLVING INSTI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500

### Credit Hours

**Min:**
2

## EDU500A - THE CREATIVE TEACHER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500A

**Credit Hours**
**Min:**
3

## EDU500B - BASICS PLUS: A MODELFOR CLASSR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500B

**Credit Hours**
**Min:**
3

## EDU500C - THE CREATIVE TEACHER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500C

**Credit Hours**
**Min:**
3

## EDU500D - TEACHING THE GIFTED

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500D

**Credit Hours**
**Min:**
3

## EDU500E - INTEGRATED INSTRUCTION FOR THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500E

**Credit Hours**
**Min:**
3

## EDU500F - AVID STRATEGIES FOR CONTENT AR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500F

**Credit Hours**
**Min:**
1

## EDU500G - INTEGRATING MULTIPLE METHODS O

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500G

**Credit Hours**
**Min:**
1

## EDU500H - INNOVATIVE EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500H

**Credit Hours**
**Min:**
2

## EDU500I - ASCD INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500I

**Credit Hours**
**Min:**
1

## EDU500J - LAJES STUDY GROUP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500J

**Credit Hours**
**Min:**
1

## EDU500K - MODELS OF TEACHING - CONCEPT F

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500K

**Credit Hours**
**Min:**
1

## EDU500L - APPLICATIONS OF THE STUDY OF T

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500L

**Credit Hours**
**Min:**
1

## EDU500M - SOLUTIONS TO PROBLEM

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500M

**Credit Hours**
**Min:**
1

## EDU500N - CURRIC/ORG STRATEGY

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500N

**Credit Hours**
**Min:**
1

## EDU500P - IMPROVE TEACHING THROUGH PLANN

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500P

**Credit Hours**
**Min:**
3

## EDU500Q - CURR ED RESEARCH

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500Q

**Credit Hours**
**Min:**
1

## EDU500R - LEADERSHIP INS 1993

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500R

**Credit Hours**
**Min:**
1

## EDU500S - READING EFFECTIVE TRAINING (RE

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500S

**Credit Hours**
**Min:**
1

## EDU500T - RESOURCE BASED LEARNING

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500T

**Credit Hours**
**Min:**
1

## EDU500U - POSITIVE INTERVENTION IN THE C

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500U

**Credit Hours**
**Min:**
1

## EDU500V - INSTRUCTIONAL IMPROVEMENT FOR

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500V

**Credit Hours**
**Min:**
1

## EDU500W - CLINICAL SUPERVISION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500W

**Credit Hours**
**Min:**
1

## EDU500Y - ASSESSMENT & EVALUATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500Y

**Credit Hours**
**Min:**
2

## EDU500Z - COLLABORATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
500Z

**Credit Hours**
**Min:**
1

## EDU501 - TEACHING ABOUT THE BICENTENNIA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501

**Credit Hours**
**Min:**
3

## EDU501A - COMPUTER FOR THE EDUCATOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501A

**Credit Hours**
**Min:**
3

## EDU501B - EFFECTING CONSTRUCTIBE CHANGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501B

**Credit Hours**
**Min:**
3

## EDU501C - AFFECTING CONSTRUCTIVE CHANGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501C

**Credit Hours**
**Min:**
3

## EDU501D - ADMINISTRATIVE LEADERSHIP AND

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501D

**Credit Hours**
**Min:**
1

## EDU501E - EFFECTING CONSTRUCTIVE CHANGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501E

**Credit Hours**
**Min:**
3

## EDU501F - TESA-COORDINATOR TRAINING SEMI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501F

**Credit Hours**
**Min:**
1

## EDU501H - CONFLICT RESOLUTION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501H

**Credit Hours**
**Min:**
3

## EDU501I - INTEGRATION OF SCHOOL IMPROVEM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501I

**Credit Hours**
**Min:**
2

## EDU501L - BBF:COOP LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501L

**Credit Hours**
**Min:**
1

## EDU501M - SKILLS IN COLLABORATION FOR HI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501M

**Credit Hours**
**Min:**
1

## EDU501N - SKILLS IN COLLABORATION IN ELE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501N

**Credit Hours**
**Min:**
1

## EDU501O - CURRICULAR & INSTRUCTIONAL ROL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501O

**Credit Hours**
**Min:**
2

## EDU501Q - INTEGRATED LITERACY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501Q

**Credit Hours**
**Min:**
2

## EDU501R - GET IT TOGETHER:MAKE TCHG EASI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501R

**Credit Hours**
**Min:**
3

## EDU501S - EXPLOR SECOND EDUC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501S

**Credit Hours**
**Min:**
1

## EDU501T - STRATEGIES & METHODS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501T

**Credit Hours**
**Min:**
1

## EDU501U - PORTFOLIO ASSESSMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501U

**Credit Hours**
**Min:**
1

## EDU501W - MEET THE CHALLENGE TEACHER TES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501W

**Credit Hours**
**Min:**
3

## EDU501Y - INTELLIGENCE TESTING WITH WECH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501Y

**Credit Hours**
**Min:**
3

## EDU501Z - APPROACHES TO TEACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
501Z

**Credit Hours**
**Min:**
1

## EDU502 - TEACHING OF COLORADO HISTORY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502

**Credit Hours**
**Min:**
3

## EDU502A - BASICS PLUS: A MODELFOR CLASSR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502A

**Credit Hours**
**Min:**
3

## EDU502B - THE RESPONSIVE STUDENT: MODELS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502B

**Credit Hours**
**Min:**
3

## EDU502D - SCHOOL BASED LEADERSHIP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502D

**Credit Hours**
**Min:**
1

## EDU502E - AVID CRITICAL THINKING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502E

**Credit Hours**
**Min:**
1

## EDU502F - AVID SUMMER INSTITUTE FOR TUTO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502F

**Credit Hours**
**Min:**
1

## EDU502G - Seminars By The Lake

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502G

**Credit Hours**
**Min:**
1

## EDU502H - TECHNOLOGY/STRATEGIES & MODELS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502H

**Credit Hours**
**Min:**
1

## EDU502K - AVID INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502K

**Credit Hours**
**Min:**
2

## EDU502L - COOPERATIVE LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502L

**Credit Hours**
**Min:**
3

## EDU502M - INQUIRY STANDARDS-BASED INSTRU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502M

**Credit Hours**
**Min:**
1

## EDU502N - DIFFERENTIATION IN THE CLASSRO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502N

**Credit Hours**
**Min:**
1

## EDU502O - HIGH SCHOOL SCIENCE:MICRO-COM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502O

**Credit Hours**
**Min:**
2

## EDU502P - A FISTFUL OF LESSONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502P

**Credit Hours**
**Min:**
1

## EDU502R - CREATIVE TEACHER III

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502R

**Credit Hours**
**Min:**
3

## EDU502S - AVID CERTIFICATION AND STUDENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502S

**Credit Hours**
**Min:**
1

## EDU502T - MATHEMATCIS CURRICULUM DEVELOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502T

**Credit Hours**
**Min:**
2

## EDU502U - TEACHER'S ASSOCIATES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502U

**Credit Hours**
**Min:**
1

## EDU502V - THE RESPONSIVE STUDENT:MODELS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502V

**Credit Hours**
**Min:**
3

## EDU502W - SCHOOL IMPROVEMENT: MAKING GOO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502W

**Credit Hours**
**Min:**
2

## EDU502X - ISSUES IN EDUC II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502X

**Credit Hours**
**Min:**
1

## EDU502Y - CHEMICAL HYGIENE OFFICER TRAIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502Y

**Credit Hours**
**Min:**
1

## EDU502Z - BRAIN DOMINANCE AND LEARNING S

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
502Z

**Credit Hours**
**Min:**
1

## EDU503 - HOMINOLOGY FOR THE TEACHER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503

**Credit Hours**
**Min:**
3

## EDU503A - HIDDEN TALENT:TAPPING COMMUNIT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503A

**Credit Hours**
**Min:**
3

## EDU503B - HIDDEN TALENT: TAPPING COMMUNI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503B

**Credit Hours**
**Min:**
3

## EDU503C - EXECUTIVE SKILLS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503C

**Credit Hours**
**Min:**
1

## EDU503D - ESSENTIAL ELEMENTS OF INSTRUCT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503D

**Credit Hours**
**Min:**
1

## EDU503E - BASIC PLUS: A MODEL FOR CLASSR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503E

**Credit Hours**
**Min:**
3

## EDU503F - CURRICULUM DEVELOPMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503F

**Credit Hours**
**Min:**
1

## EDU503G - FIELD EXPERIENCES IN CURRICULU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503G

**Credit Hours**
**Min:**
3

## EDU503J - EFFECTIVE INSTRUCTION FOR SPEC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503J

**Credit Hours**
**Min:**
3

## EDU503K - STUDY SKILLS FOR SECONDARY TEA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503K

**Credit Hours**
**Min:**
1

## EDU503L - OBSERVING AND ANALYZING TEACHI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503L

**Credit Hours**
**Min:**
3

## EDU503M - UNDERSTANDING TEACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503M

**Credit Hours**
**Min:**
3

## EDU503Q - CURRICULUM DEVELOPMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503Q

**Credit Hours**
**Min:**
1

## EDU503R - STUDY SKILLS FOR SECONDARY TEA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503R

**Credit Hours**
**Min:**
1

## EDU503U - ESSENTIAL ELEMENTS OF INSTRUCT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503U

**Credit Hours**
**Min:**
1

## EDU503V - AVID COORDINATORS WORKSHOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503V

**Credit Hours**
**Min:**
1

## EDU503W - ELEMENTS OF INSTRUCT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503W

**Credit Hours**
**Min:**
2

## EDU503X - BBF: STUDY GROUP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503X

**Credit Hours**
**Min:**
1

## EDU503Y - BBF:STUDY OF TEACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503Y

**Credit Hours**
**Min:**
1

## EDU503Z - ESSENTIAL ELEMENTS OF INSTRUCT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
503Z

**Credit Hours**
**Min:**
2

## EDU504 - WORLD OF THE NEW TESTAMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504

**Credit Hours**
**Min:**
1

## EDU504A - ALL IN THE FAMILY: IMPACT ON E

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504A

**Credit Hours**
**Min:**
3

## EDU504B - ALL IN THE FAMILY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504B

**Credit Hours**
**Min:**
3

## EDU504C - EXCELLENCE IN EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504C

**Credit Hours**
**Min:**
3

## EDU504D - CHILD ABUSE PREVENTION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504D

**Credit Hours**
**Min:**
1

## EDU504E - SUICIDE INTERVENTIONTRAINING P

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504E

**Credit Hours**
**Min:**
1

## EDU504F - PLANNING FOR FUTURE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504F

**Credit Hours**
**Min:**
3

## EDU504G - EDUCATION : THE NEW DECADE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504G

**Credit Hours**
**Min:**
3

## EDU504H - NEW ROLES FOR THE CLASSROOM TE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504H

**Credit Hours**
**Min:**
3

## EDU504I - CAAML CONFERENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504I

**Credit Hours**
**Min:**
1

## EDU504J - OUTCOME BASED CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504J

**Credit Hours**
**Min:**
3

## EDU504K - The Teacher: Tools/Techniques

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504K

**Credit Hours**
**Min:**
3

## EDU504L - ROLE OF THE CONTEMPORARY TEACH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504L

**Credit Hours**
**Min:**
6

## EDU504M - EXPECTATIONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504M

**Credit Hours**
**Min:**
1

## EDU504N - CLASSROOM ORGANIZATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504N

**Credit Hours**
**Min:**
1

## EDU504P - STUDY OF TEACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504P

**Credit Hours**
**Min:**
1

## EDU504R - EXPECTATIONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504R

**Credit Hours**
**Min:**
1

## EDU504S - CURRICULUM & INSTRUCTION II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504S

**Credit Hours**
**Min:**
1

## EDU504T - ISSUES/TRENDS IN ED.

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504T

**Credit Hours**
**Min:**
1

## EDU504V - EDUCATION TRENDS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504V

**Credit Hours**
**Min:**
1

## EDU504W - AVID

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504W

**Credit Hours**
**Min:**
2

## EDU504X - APPROPRIATE GUIDANCE PRACTICES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504X

**Credit Hours**
**Min:**
1

## EDU504Y - CONFLICT RESOLUTION PART II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504Y

**Credit Hours**
**Min:**
1

## EDU504Z - INSTRUCTIONAL COACH I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
504Z

**Credit Hours**
**Min:**
2

## EDU505 - PASSION NARRATIVES IN FOUR GOS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505

**Credit Hours**
**Min:**
1

## EDU505A - STRESS REDUCTION FOR TEACHERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505A

**Credit Hours**
**Min:**
3

## EDU505B - STRESS REDUCTION FOR TEACHERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505B

**Credit Hours**
**Min:**
3

## EDU505C - Managing Stress

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505C

**Credit Hours**
**Min:**
1

## EDU505D - Managing Stress for Students

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505D

**Credit Hours**
**Min:**
3

## EDU505E - TEENAGE SUICIDE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505E

**Credit Hours**
**Min:**
3

## EDU505F - PEER COACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505F

**Credit Hours**
**Min:**
1

## EDU505H - PEER COACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505H

**Credit Hours**
**Min:**
1

## EDU505J - PROJECT TEACH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505J

**Credit Hours**
**Min:**
3

## EDU505L - TEACHING THROUGH LEARNING CHAN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505L

**Credit Hours**
**Min:**
3

## EDU505M - KEYS TO MOTIVATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505M

**Credit Hours**
**Min:**
3

## EDU505N - PERSONAL PRODUCTIVITY ON THE M

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505N

**Credit Hours**
**Min:**
1

## EDU505O - PEER COACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505O

**Credit Hours**
**Min:**
1

## EDU505P - ADM PEER COACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505P

**Credit Hours**
**Min:**
2

## EDU505Q - CLASSROOM STRATEGIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505Q

**Credit Hours**
**Min:**
1

## EDU505R - APC SECTION 2

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505R

**Credit Hours**
**Min:**
1

## EDU505S - PEER COACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505S

**Credit Hours**
**Min:**
1

## EDU505T - SG: TEACHING TO ENHANCE INSTIT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505T

**Credit Hours**
**Min:**
1

## EDU505U - THEORIES IN USE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505U

**Credit Hours**
**Min:**
1

## EDU505V - GROUP INVESTIGATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505V

**Credit Hours**
**Min:**
1

## EDU505W - ADMINISTRATIVE PEER COACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505W

**Credit Hours**
**Min:**
2

## EDU505X - ADMINISTRATOR PEER COACHING II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505X

**Credit Hours**
**Min:**
1

## EDU505Y - COGNITIVE COACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505Y

**Credit Hours**
**Min:**
2

## EDU505Z - INSTRUCTIONAL COACH: DODDS-MED

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
505Z

**Credit Hours**
**Min:**
1

## EDU506 - MARK: THE EARLIEST GOSPEL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506

**Credit Hours**
**Min:**
1

## EDU506A - TEACHING THE WHOLE CHILD: THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506A

**Credit Hours**
**Min:**
3

## EDU506B - BALANCED CURRICULUM:TEACHING T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506B

**Credit Hours**
**Min:**
3

## EDU506C - JUNIOR GREAT BOOKS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506C

**Credit Hours**
**Min:**
1

## EDU506D - SELF-ESTEEM CONNECTIONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506D

**Credit Hours**
**Min:**
1

## EDU506F - MEETING THE NEEDS OF GIFTED LE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506F

**Credit Hours**
**Min:**
1

## EDU506G - DIFFERENTIATED CURRICULUM FOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506G

**Credit Hours**
**Min:**
3

## EDU506I - TACTICS FOR TEACHING THINKING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506I

**Credit Hours**
**Min:**
3

## EDU506J - ENHANCE SELF-ESTEEM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506J

**Credit Hours**
**Min:**
3

## EDU506K - INSPIRING SOLUTIONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506K

**Credit Hours**
**Min:**
3

## EDU506L - SELF-ESTEEM & ITS RELATIONSHIP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506L

**Credit Hours**
**Min:**
1

## EDU506M - SELF ESTEEM AND SCHOOLS OF THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506M

**Credit Hours**
**Min:**
1

## EDU506N - SELF-ESTEEM AND SCHOOLS OF THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506N

**Credit Hours**
**Min:**
2

## EDU506Q - ADMINISTRATION PEER COAHCING I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506Q

**Credit Hours**
**Min:**
2

## EDU506R - ACTIVATE YOUR CLASSROOM: FOCUS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506R

**Credit Hours**
**Min:**
3

## EDU506S - PEER COACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506S

**Credit Hours**
**Min:**
1

## EDU506T - COOPERATIVE LEARNING IN READIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506T

**Credit Hours**
**Min:**
3

## EDU506U - INTEGRATING CONTENT THROUGH CO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506U

**Credit Hours**
**Min:**
1

## EDU506V - IMPLEMENTING COOPERATIVE LEARN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506V

**Credit Hours**
**Min:**
3

## EDU506W - Cognative Coach Int.

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506W

**Credit Hours**
**Min:**
2

## EDU506X - CLASS MANAGEMENT PRACTICES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506X

**Credit Hours**
**Min:**
1

## EDU506Y - TALENTED & GIFTED EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
506Y

**Credit Hours**
**Min:**
1

## EDU507 - GOSPEL OF MATTHEW

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
507

**Credit Hours**
**Min:**
1

## EDU507A - TEACHING THE BASICS THROUGH TH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
507A

**Credit Hours**
**Min:**
3

## EDU507B - TEACH BASICS THRU USE OF LEARN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
507B

**Credit Hours**
**Min:**
3

## EDU507C - NEW LEARNING STYLES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
507C

**Credit Hours**
**Min:**
2

## EDU507D - TECHNIQUES FOR THE CLASSROOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
507D

**Credit Hours**
**Min:**
1

## EDU507E - KEY TO COPING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
507E

**Credit Hours**
**Min:**
1

## EDU507F - KEY TO COPING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
507F

**Credit Hours**
**Min:**
2

## EDU507G - EARLY CHILDHOOD EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
507G

**Credit Hours**
**Min:**
2

## EDU507H - PEER COACHING I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
507H

**Credit Hours**
**Min:**
1

## EDU507I - PEER COACHING II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
507I

**Credit Hours**
**Min:**
2

## EDU507Q - TRANSITION CLASS FOR BASIC SKI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
507Q

**Credit Hours**
**Min:**
1

## EDU507R - BUILDING TEAMWORK

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
507R

**Credit Hours**
**Min:**
2

## EDU507S - ASCD: MIND, MEMORY, AND LEARNI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
507S

**Credit Hours**
**Min:**
1

## EDU507T - MIDDLE LEVEL ACADEMY I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
507T

**Credit Hours**
**Min:**
2

## EDU507U - INITIAL STEPS IN PLANNING/IMPL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
507U

**Credit Hours**
**Min:**
1

## EDU507V - INTERNSHIP IN TEACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
507V

**Credit Hours**
**Min:**
3

## EDU507W - IRISH WRITING: SEAMUS HEANEY N

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
507W

**Credit Hours**
**Min:**
0

## EDU507Y - WINDOWS NT SERVER FOR EDUCATI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
507Y

**Credit Hours**
**Min:**
1

## EDU507Z - CONNECTING READING & WRITING I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
507Z

**Credit Hours**
**Min:**
1

## EDU508 - READING IS ONLY THE TIGER'S TA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508

**Credit Hours**
**Min:**
0

## EDU508A - CURRENT TRENDS IN AMERICAN EDU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508A

**Credit Hours**
**Min:**
3

## EDU508B - CONTEMPORARY ISSUES FACING TOD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508B

**Credit Hours**
**Min:**
3

## EDU508C - PLANNING FOR THE FUTURE: NEW D

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508C

**Credit Hours**
**Min:**
3

## EDU508D - BBF: TEACHING STRATEGIES I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508D

**Credit Hours**
**Min:**
1

## EDU508F - SCHOOL IMPROVEMENT USING DATA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508F

**Credit Hours**
**Min:**
1

## EDU508G - NATIONAL ASSOCIATION OF SCHOOL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508G

**Credit Hours**
**Min:**
2

## EDU508H - CREATING CONDS FOR LRN - COLLA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508H

**Credit Hours**
**Min:**
2

## EDU508I - INTEGRATING TECHNOLOGY IN MIDD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508I

**Credit Hours**
**Min:**
2

## EDU508K - ART OF PRINCIPAL LEADERSHIP PA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508K

**Credit Hours**
**Min:**
3

## EDU508O - INSTRUCTIONAL LEADERSHIP FOR N

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508O

**Credit Hours**
**Min:**
2

## EDU508P - TECHNOLOGY STRATEGIES FOR IMPR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508P

**Credit Hours**
**Min:**
2

## EDU508Q - DoDEA HEALTH EDUCATION PRE-IMP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508Q

**Credit Hours**
**Min:**
3

## EDU508R - TRAINING METHODS ESL STANDARDS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508R

**Credit Hours**
**Min:**
1

## EDU508S - TECHNOLOGY LEADERSHIP TEAM FOL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508S

**Credit Hours**
**Min:**
2

## EDU508T - ACCELERATING INSTRUCTIONAL LEA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508T

**Credit Hours**
**Min:**
1

## EDU508U - E/C ASSESSMENT BY WORK SAMPLIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508U

**Credit Hours**
**Min:**
3

## EDU508V - TEACHING & MENTORING METHODS F

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508V

**Credit Hours**
**Min:**
2

## EDU508X - UNDERSTANDING DISTANCE LEARNIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508X

**Credit Hours**
**Min:**
2

## EDU508Y - INNOVATIVE TECHNOLOGIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508Y

**Credit Hours**
**Min:**
2

## EDU508Z - USING TECHNOLOGY IN PRE-ENGINE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
508Z

**Credit Hours**
**Min:**
3

## EDU509 - TESOL: TEACHING ENGLISH AS A F

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509

**Credit Hours**
**Min:**
1

## EDU509A - DEVELOPING EDUCATIONAL PARTNER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509A

**Credit Hours**
**Min:**
3

## EDU509B - DEVELOPING EDUCATIONAL PARTNER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509B

**Credit Hours**
**Min:**
3

## EDU509C - METHODS TEACHING INQUIRY BASED

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509C

**Credit Hours**
**Min:**
2

## EDU509D - USING SERVICE LRN TO ENHANCE I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509D

**Credit Hours**
**Min:**
2

## EDU509E - MATHEMATICS, SCIENCE & SERVICE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509E

**Credit Hours**
**Min:**
2

## EDU509F - SOCIAL STUDIES STREET/PRACTICA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509F

**Credit Hours**
**Min:**
2

## EDU509H - INTRO TO CC MAIL FOR WINDOWS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509H

**Credit Hours**
**Min:**
1

## EDU509I - ADVANCED FEATURES OF CC MAIL F

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509I

**Credit Hours**
**Min:**
1

## EDU509J - INTRODUCTION TO WORD SIX

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509J

**Credit Hours**
**Min:**
1

## EDU509K - TECHNOLOGY FOR SCHOOL CURRICUL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509K

**Credit Hours**
**Min:**
1

## EDU509L - TECHNOLOGY FOR SCHOOL CURRICUL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509L

**Credit Hours**
**Min:**
1

## EDU509M - ADVANCED FEATURES OF POWERPOIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509M

**Credit Hours**
**Min:**
1

## EDU509N - INTRODUCTION TO INTERNET

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509N

**Credit Hours**
**Min:**
1

## EDU509P - TECHNOLOGY IN CLASS CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509P

**Credit Hours**
**Min:**
1

## EDU509Q - TECHNOLOGY FOR SCHOOL CURRICUL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509Q

**Credit Hours**
**Min:**
1

## EDU509S - UNCONVENTIONAL KEYS TO LEARNIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509S

**Credit Hours**
**Min:**
3

## EDU509T - MINI WORKSHOPS: PROFESSIONAL G

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509T

**Credit Hours**
**Min:**
3

## EDU509V - BRAIN COMPATIBLE TEACHING & LE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509V

**Credit Hours**
**Min:**
1

## EDU509W - TEACHER TRAINING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509W

**Credit Hours**
**Min:**
1

## EDU509Y - SPRING 1998 INTERNET INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509Y

**Credit Hours**
**Min:**
1

## EDU509Z - CALIF FORMATIVE ASSESSMENT & S

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
509Z

**Credit Hours**
**Min:**
2

## EDU510 - MULTIMEDIA APPLICATION TO EDUC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510

**Credit Hours**
**Min:**
3

## EDU510A - NEW ROLES FOR THE CLASSROOM TE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510A

**Credit Hours**
**Min:**
3

## EDU510B - NEW ROLES FOR THE PROFESSIONAL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510B

**Credit Hours**
**Min:**
3

## EDU510C - OPP. RESHAPE SCHOOLS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510C

**Credit Hours**
**Min:**
2

## EDU510D - OPP RESHAPE SCHOOLS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510D

**Credit Hours**
**Min:**
1

## EDU510I - TECHNOLOGY INTEGRATION:PART I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510I

**Credit Hours**
**Min:**
1

## EDU510J - PEER COACHING CONFLICT RESOLUT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510J

**Credit Hours**
**Min:**
1

## EDU510K - RESP INDIVIDUAL DIFFERENCES IN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510K

**Credit Hours**
**Min:**
1

## EDU510L - BUILDING A LANGUAGE FOCUSED CU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510L

**Credit Hours**
**Min:**
1

## EDU510M - BASIC ENNEAGRAM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510M

**Credit Hours**
**Min:**
1

## EDU510O - COLLEGE PREP MATH I - BEGINNIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510O

**Credit Hours**
**Min:**
1

## EDU510P - COLLEGE PREP MATH IV - MATH AN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510P

**Credit Hours**
**Min:**
3

## EDU510Q - ESL METHODS & MATERIALS FOR MU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510Q

**Credit Hours**
**Min:**
2

## EDU510R - MICROSOFT OFFICE 97/98 IN ELEM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510R

**Credit Hours**
**Min:**
1

## EDU510S - LITERACY PLACE STUDY GROUP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510S

**Credit Hours**
**Min:**
1

## EDU510V - INTEGRATING BALANCED READ/ LANG

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510V

**Credit Hours**
**Min:**
4

## EDU510W - INTEGRATING MULTIMEDIA INTO TH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510W

**Credit Hours**
**Min:**
1

## EDU510X - BEHAVIOR MANAGEMENT STRATEGIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510X

**Credit Hours**
**Min:**
1

## EDU510Y - PARENT PROFESSIONAL PARTNERSHI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510Y

**Credit Hours**
**Min:**
1

## EDU510Z - FACILITATING NATURAL LIERACY D

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
510Z

**Credit Hours**
**Min:**
1

## EDU511 - ISSUES IN THE PAULINE CHURCH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511

**Credit Hours**
**Min:**
1

## EDU511A - THE LIVING CLASSROOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511A

**Credit Hours**
**Min:**
3

## EDU511B - THE LIVING CLASSROOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511B

**Credit Hours**
**Min:**
1

## EDU511C - Methods of Teaching Reading

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511C

**Credit Hours**
**Min:**
3

## EDU511E - INTRO TO HTML & WEB DESIGN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511E

**Credit Hours**
**Min:**
2

## EDU511F - COMPUTER SCIENCE/BUSINESS STAN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511F

**Credit Hours**
**Min:**
1

## EDU511G - INTRODUCTION TO VISUAL BASIC 5

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511G

**Credit Hours**
**Min:**
3

## EDU511H - ORGANIZING AND MANAGING YOUR C

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511H

**Credit Hours**
**Min:**
3

## EDU511I - COMPUTER CREATIONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511I

**Credit Hours**
**Min:**
3

## EDU511J - STRATEGIC TEACHING AND LEARNIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511J

**Credit Hours**
**Min:**
1

## EDU511K - LEADERSHIP FOR SCHOOL REFORM A

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511K

**Credit Hours**
**Min:**
1

## EDU511L - E/C:MTHS OF DIAGNOSING CHILDRE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511L

**Credit Hours**
**Min:**
2

## EDU511N - ESL METHODS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511N

**Credit Hours**
**Min:**
3

## EDU511O - METHODS OF TEACHING INTER BACC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511O

**Credit Hours**
**Min:**
1

## EDU511P - DEVELOPING A WRITING PROGRAM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511P

**Credit Hours**
**Min:**
3

## EDU511Q - INTEGRATING SERVICES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511Q

**Credit Hours**
**Min:**
1

## EDU511R - METHODS FOR WORKING WITH STUDE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511R

**Credit Hours**
**Min:**
1

## EDU511S - PARENTING AND EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511S

**Credit Hours**
**Min:**
1

## EDU511T - COMPUTER APPLICATION: WORDPROC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511T

**Credit Hours**
**Min:**
1

## EDU511U - COMPUTER APPLICATIONS: DATA BA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511U

**Credit Hours**
**Min:**
1

## EDU511V - COMPUTER APPLICATIONS: DATA BA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511V

**Credit Hours**
**Min:**
3

## EDU511W - COMPUTER APPLICATIONS: POWER P

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511W

**Credit Hours**
**Min:**
1

## EDU511Y - VISIONARY LEADERSHIP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511Y

**Credit Hours**
**Min:**
1

## EDU511Z - EFFICIENT TEACHING OF READING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
511Z

**Credit Hours**
**Min:**
1

## EDU512 - INCENTIVES FOR EXCELLENCE IN T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512

**Credit Hours**
**Min:**
2

## EDU512A - INCENTIVES FOR EXCELLENCE IN T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512A

**Credit Hours**
**Min:**
3

## EDU512B - INCENTIVES FOR EXCELLENCE IN T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512B

**Credit Hours**
**Min:**
3

## EDU512C - ESSENTIAL ELEMENTS OF INSTRUCT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512C

**Credit Hours**
**Min:**
1

## EDU512D - BEHAVIOR AND CLASSROOM MANAGEM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512D

**Credit Hours**
**Min:**
1

## EDU512E - TIME MANAGEMENT SKILLS: ORGANI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512E

**Credit Hours**
**Min:**
3

## EDU512G - MEETING EDUCATIONAL CHALLENGES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512G

**Credit Hours**
**Min:**
1

## EDU512H - INTRODUCTION TO THE INTERNET

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512H

**Credit Hours**
**Min:**
1

## EDU512I - EXPLORING GENRE THROUGH WITING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512I

**Credit Hours**
**Min:**
3

## EDU512J - THE FAMILY, THE SCHOOL AND THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512J

**Credit Hours**
**Min:**
2

## EDU512K - TEACHING TO THE OBJECTIVE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512K

**Credit Hours**
**Min:**
1

## EDU512L - ADAPTING READING INSTRUCTION F

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512L

**Credit Hours**
**Min:**
2

## EDU512M - MICRO WORLDS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512M

**Credit Hours**
**Min:**
1

## EDU512N - 13TH ANNUAL SOUTHERN CALIFORNI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512N

**Credit Hours**
**Min:**
1

## EDU512O - GOOD TRAITS IN WRITING & ASSES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512O

**Credit Hours**
**Min:**
1

## EDU512P - ICCE TEACHERS' & PRINCIPALS' A

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512P

**Credit Hours**
**Min:**
2

## EDU512R - HYPERSTUDIO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512R

**Credit Hours**
**Min:**
1

## EDU512T - BUILDING MATH POWER THRU STATI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512T

**Credit Hours**
**Min:**
3

## EDU512U - GAMES, GAMES, GAMES!

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512U

**Credit Hours**
**Min:**
3

## EDU512W - MAKING GOOD SCHOOLS BETTER:CHA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512W

**Credit Hours**
**Min:**
2

## EDU512X - IN TOUCH WITH LEARNING & INTEG

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512X

**Credit Hours**
**Min:**
1

## EDU512Z - SCHOOL IMPROVEMENT: TAKING BO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
512Z

**Credit Hours**
**Min:**
2

## EDU513 - MULTICULTURAL DIVERSITY AND SP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513

**Credit Hours**
**Min:**
1

## EDU513A - LEARNING WITH THE USE OF FILM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513A

**Credit Hours**
**Min:**
3

**Credit Hours**
**Min:**
1

## EDU513B - BASIC GLOBAL LITERACY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513B

**Credit Hours**
**Min:**
1

## EDU513C - LEARNING WITH THE USE OF FILM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513C

**Credit Hours**
**Min:**
1

## EDU513D - MULTICULTURAL DIVERSITY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513D

**Credit Hours**
**Min:**
3

## EDU513E - BASIC GLOBAL LITERACY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513E

**Credit Hours**
**Min:**
1

## EDU513F - BASIC LEADER TRAINING COURSE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513F

## EDU513G - OMSD BUILDING READING SUCCESS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513G

**Credit Hours**
**Min:**
1

## EDU513H - SELF ESTEEM TRAINING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513H

**Credit Hours**
**Min:**
1

## EDU513I - OMSD CONSORTIUM ON READING EXC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513I

**Credit Hours**
**Min:**
3

## EDU513J - OMSD COGNITIVE COACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513J

**Credit Hours**
**Min:**
1

## EDU513K - OMSD EFFECTIVE PRESENTATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513K

**Credit Hours**
**Min:**
1

## EDU513L - OMSD BRAIN RESEARCH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513L

**Credit Hours**
**Min:**
1

## EDU513N - CHARACTER EDUCATION: CONNECTIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513N

**Credit Hours**
**Min:**
1

## EDU513O - ENGLISH TEACHING METHODS INTER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513O

**Credit Hours**
**Min:**
1

## EDU513P - PEER COACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513P

**Credit Hours**
**Min:**
3

## EDU513Q - LEARNING EXPRESS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513Q

**Credit Hours**
**Min:**
1

## EDU513S - THINK QUEST EDUCATION TECHNOLO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513S

**Credit Hours**
**Min:**
1

## EDU513T - USING TECHNOLOGY TO SUPPORT MA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513T

**Credit Hours**
**Min:**
1

## EDU513U - EMOTIONAL INTELLIGENCE & ACADE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513U

**Credit Hours**
**Min:**
1

## EDU513V - BRAIN TRUST

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513V

**Credit Hours**
**Min:**
1

## EDU513W - SPEC ED:CURR FOR STUDENTS WITH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513W

**Credit Hours**
**Min:**
1

## EDU513X - ALGEBRAIC THINKING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513X

**Credit Hours**
**Min:**
2

## EDU513Y - OMSD FOUNDATIONS 4-8

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513Y

**Credit Hours**
**Min:**
4

## EDU513Z - SUCCESSFUL READING ACROSS THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
513Z

**Credit Hours**
**Min:**
1

## EDU514 - THE SPECIAL ED TEACHER AND THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514

**Credit Hours**
**Min:**
3

## EDU514A - THE TEACHER IN THE ELEMENTARY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514A

**Credit Hours**
**Min:**
6

## EDU514B - TEACHER AND THE CLASSROOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514B

**Credit Hours**
**Min:**
3

## EDU514C - MIDDLE SCHOOL TEACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514C

**Credit Hours**
**Min:**
1

## EDU514D - SPECIAL EDUCATION TEACHER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514D

**Credit Hours**
**Min:**
6

## EDU514F - TECHNOLOGY TRAINING TO SUPPORT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514F

**Credit Hours**
**Min:**
1

## EDU514G - METHODS OF TEACHING ENGLISH TO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514G

**Credit Hours**
**Min:**
2

## EDU514H - PHONEMIC AWARENESS & PHONICS K

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514H

**Credit Hours**
**Min:**
1

## EDU514J - STUDY GROUPS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514J

**Credit Hours**
**Min:**
2

## EDU514K - LIBRARY WORLD IMPLEMENTATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514K

**Credit Hours**
**Min:**
2

## EDU514M - PROFESSIONAL DEVELOPMENT III

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514M

**Credit Hours**
**Min:**
1

## EDU514N - SPECIAL EDUCATION: EDUCATING T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514N

**Credit Hours**
**Min:**
1

## EDU514O - METHODS OF TEACHING READING &

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514O

**Credit Hours**
**Min:**
3

## EDU514P - ADA HARRIS READING ACADEMY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514P

**Credit Hours**
**Min:**
2

## EDU514R - COMPUTER TECHNOLOGY IN THE SCH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514R

**Credit Hours**
**Min:**
1

## EDU514S - PEER COACHING FOR ADMINISTRATO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514S

**Credit Hours**
**Min:**
1

## EDU514T - BRIDGES TO SUCCESS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514T

**Credit Hours**
**Min:**
6

## EDU514V - TECHNOLOGY: COMPUTERS IN EDUCA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514V

**Credit Hours**
**Min:**
2

## EDU514W - QUANTUM TEACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514W

**Credit Hours**
**Min:**
2

## EDU514X - CPM 1 TRAINING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514X

**Credit Hours**
**Min:**
3

## EDU514Y - INTEGRATING TECHNOLOGY INTO TH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514Y

**Credit Hours**
**Min:**
1

## EDU514Z - MULTIMEDIA IN ELEM/MIDDLE/ SECO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
514Z

**Credit Hours**
**Min:**
1

## EDU515 - JOHN'S GOSPEL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515

**Credit Hours**
**Min:**
1

## EDU515A - TEACHER SURVIVAL SKILLS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515A

**Credit Hours**
**Min:**
3

## EDU515B - TEACHER SURVIVAL SKILLS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515B

**Credit Hours**
**Min:**
3

## EDU515C - BASIC SURVIVAL SKILLS FOR TEAC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515C

**Credit Hours**
**Min:**
1

## EDU515D - NEW TEACHER SEMINAR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515D

**Credit Hours**
**Min:**
2

## EDU515E - EFFECTIVE INSTRUCTION FOR SPEC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515E

**Credit Hours**
**Min:**
1

## EDU515F - EFFECT INSTRUCT FOR DIVERSE PO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515F

**Credit Hours**
**Min:**
1

## EDU515G - IMPLEMENTING COOPERATIVE LEARN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515G

**Credit Hours**
**Min:**
3

## EDU515H - TEACHING STRATEGIES & CONCEPTS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515H

**Credit Hours**
**Min:**
1

## EDU515I - TEACHING STRATEGIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515I

**Credit Hours**
**Min:**
1

## EDU515J - TEACHER TEACHING TEACHER IN A

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515J

**Credit Hours**
**Min:**
3

## EDU515K - DAN AND DREW'S EXCELLENT ADVEN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515K

**Credit Hours**
**Min:**
1

## EDU515L - THEMATIC INSTRUCTION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515L

### Credit Hours

**Min:**
3

**Course Subject Code**
EDU

**Course Number**
515Q

### Credit Hours

**Min:**
1

## EDU515M - THEMATIC DESIGN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515M

### Credit Hours

**Min:**
3

## EDU515R - BBF:STUDY GROUP I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515R

### Credit Hours

**Min:**
1

## EDU515N - JOINING OF MINDS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515N

### Credit Hours

**Min:**
1

## EDU515S - COMPREHENSIVE INTRO TO KAGAN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515S

### Credit Hours

**Min:**
3

## EDU515O - MIDDLE SCHOOL TRAINING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515O

### Credit Hours

**Min:**
1

## EDU515T - NEW TEACHER SEMINAR II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515T

### Credit Hours

**Min:**
2

## EDU515P - SEDCOMM COMP TRAIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515P

### Credit Hours

**Min:**
1

## EDU515W - SERVICE LEARNING BASICS FOR CU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515W

### Credit Hours

**Min:**
1

## EDU515Q - SPECIAL EDUCATION PROCEDURAL G

### General

**College/School**
Professional & Continuing Educ

## EDU515X - OMSD FOUNDATIONS COURSE K-3 GR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515X

**Credit Hours**
**Min:**
4

## EDU515Y - OMSD FOUNDATIONS COURSE 4-8 GR

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515Y

**Credit Hours**
**Min:**
1

## EDU515Z - OMSD READING ACROSS DISCIPLINE

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
515Z

**Credit Hours**
**Min:**
1

## EDU516 - CURRENT TRENDS IN EDUCATION WI

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516

**Credit Hours**
**Min:**
3

## EDU516A - CURRENT TRENDS IN EDUCATION

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516A

**Credit Hours**
**Min:**
3

## EDU516B - LITERATURE ACROSS THE CURRICUL

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516B

**Credit Hours**
**Min:**
3

## EDU516C - JUNIOR GREAT BOOKS TRAINING

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516C

**Credit Hours**
**Min:**
1

## EDU516D - LEARNING THROUGH LITERATURE

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516D

**Credit Hours**
**Min:**
2

## EDU516E - FINDING THEIR OWN MEANING: THE

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516E

**Credit Hours**
**Min:**
1

## EDU516F - SCHOOL IMPROVEMENT

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516F

**Credit Hours**
**Min:**
1

## EDU516G - BBF: STUDY GROUPS INSTRUCTIO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516G

**Credit Hours**
**Min:**
1

## EDU516H - TST & THE CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516H

**Credit Hours**
**Min:**
1

## EDU516I - STUDY GROUP: COOPERATIVE LEARN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516I

**Credit Hours**
**Min:**
1

## EDU516J - STUDY GROUP: LEARNING STYLES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516J

**Credit Hours**
**Min:**
1

## EDU516K - CONTEMPORARY ISSUES IN EDUCATI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516K

**Credit Hours**
**Min:**
1

## EDU516L - STUDY GROUP COMPUTER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516L

**Credit Hours**
**Min:**
1

## EDU516M - IMPROVING INSTRUCTIONAL STRATE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516M

**Credit Hours**
**Min:**
1

## EDU516N - BBF: TAG STUDY GROUP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516N

**Credit Hours**
**Min:**
1

## EDU516O - STUDY OF THE GREENBAUM COMMON

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516O

**Credit Hours**
**Min:**
1

## EDU516Q - BBF:ENRICHMENT COORD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516Q

**Credit Hours**
**Min:**
1

**Course Subject Code**
EDU

**Course Number**
516W

**Credit Hours**
**Min:**
1

## EDU516R - CURRICULUM DEVELOPMENT 2000

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516R

**Credit Hours**
**Min:**
1

## EDU516X - BBF:PARAMETERS TEACH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516X

**Credit Hours**
**Min:**
1

## EDU516S - 1BF:PEER OBSERVATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516S

**Credit Hours**
**Min:**
1

## EDU516Y - BBF: INSTRUCTIONAL STRATEGIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516Y

**Credit Hours**
**Min:**
1

## EDU516U - STUDY GROUP - PECONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516U

**Credit Hours**
**Min:**
1

## EDU516Z - BBF:SCIENCE OF TEACH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516Z

**Credit Hours**
**Min:**
1

## EDU516V - SG:MATH STANDARDS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
516V

**Credit Hours**
**Min:**
1

## EDU517A - CREATIVE CLASSROOM TEACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517A

**Credit Hours**
**Min:**
3

## EDU516W - SG:STUDY OF TEACHING

### General

**College/School**
Professional & Continuing Educ

## EDU517B - MIDDLE LEVEL EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517B

**Credit Hours**
**Min:**
1

## EDU517C - CREATIVITY/CHILDLIKE EXPRESSIO

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517C

**Credit Hours**
**Min:**
1

## EDU517D - INSTRUCTIONAL STRATEGIES USING

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517D

**Credit Hours**
**Min:**
1

## EDU517E - CAL LEARNING RECORD

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517E

**Credit Hours**
**Min:**
2

## EDU517F - CURRENT RESEARCH

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517F

**Credit Hours**
**Min:**
1

## EDU517G - CLASS ORNZATN MNGMNT

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517G

**Credit Hours**
**Min:**
1

## EDU517H - CLASS ORGANIZATION AND MANAGEM

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517H

**Credit Hours**
**Min:**
1

## EDU517I - VERONA STUDY GROUP

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517I

**Credit Hours**
**Min:**
1

## EDU517J - CURRICULUM DEVELOPMENT 2000

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517J

**Credit Hours**
**Min:**
3

## EDU517K - PREPARING STUDENTS FOR 21ST CE

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517K

**Credit Hours**
**Min:**
1

## EDU517L - DBF EDUCATION: INSTRUMENT FOR

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517L

### Credit Hours

**Min:**
1

## EDU517M - SG: TST CONCEPTS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517M

### Credit Hours

**Min:**
1

## EDU517N - SG:NEW & REVIEW

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517N

### Credit Hours

**Min:**
1

## EDU517O - SG:STRATEGIES FOR COMPUTER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517O

### Credit Hours

**Min:**
1

## EDU517P - FULL INCLUSION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517P

### Credit Hours

**Min:**
2

## EDU517Q - IMPROVING ACADEMIC PERFORMANCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517Q

### Credit Hours

**Min:**
3

## EDU517R - SGII:COMPUTERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517R

### Credit Hours

**Min:**
1

## EDU517S - SG I: CONTEMP ISSUES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517S

### Credit Hours

**Min:**
1

## EDU517T - TEACHING SP CHILD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517T

### Credit Hours

**Min:**
3

## EDU517U - CONTEMPORARY ISSUES IN ELEMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517U

### Credit Hours

**Min:**
1

## EDU517V - SCHOOL IMPROVEMENT IMPLEMENTAT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517V

**Credit Hours**
**Min:**
1

## EDU517W - GETTING IT TOGETHER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517W

**Credit Hours**
**Min:**
3

## EDU517X - TEACHING STRATEGIES THAT ENHAN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517X

**Credit Hours**
**Min:**
1

## EDU517Y - SPECIAL EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517Y

**Credit Hours**
**Min:**
2

## EDU517Z - DISTRICT SCHOOL IMPROVEMENT TE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
517Z

**Credit Hours**
**Min:**
4

## EDU518 - EUCHARISTIC THEMES IN THE GOSP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518

**Credit Hours**
**Min:**
1

## EDU518A - Narratives Infancy in the Gosp

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518A

**Credit Hours**
**Min:**
1

## EDU518B - CREATING A SELF ENHANCING ENVI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518B

**Credit Hours**
**Min:**
3

## EDU518C - CREATING PRIMARY WHOLE LANGUAG

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518C

**Credit Hours**
**Min:**
1

## EDU518E - PRIME TIME LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518E

**Credit Hours**
**Min:**
1

## EDU518F - INTERMEDIATE HYPERSTUDIO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518F

**Credit Hours**
**Min:**
1

## EDU518G - INTERNET IN THE UPPER GRADES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518G

**Credit Hours**
**Min:**
1

## EDU518H - WHAT IS THE INTERNET?

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518H

**Credit Hours**
**Min:**
1

## EDU518I - BEGINNING HOME PAGE A

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518I

**Credit Hours**
**Min:**
1

## EDU518J - MULTIMEDIA VIDEO PRODUCTIONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518J

**Credit Hours**
**Min:**
1

## EDU518K - ADVANCED CLARIS WORKS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518K

**Credit Hours**
**Min:**
1

## EDU518L - METHODS FOR LEADING MATHEMATIC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518L

**Credit Hours**
**Min:**
2

## EDU518M - DIFERENTIATING CURRICULUM FOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518M

**Credit Hours**
**Min:**
1

## EDU518N - DEV & ASSESSING MATHEMATICAL U

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518N

**Credit Hours**
**Min:**
3

## EDU518P - ACADEMY OF COMPUTER TRAINING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518P

**Credit Hours**
**Min:**
1

## EDU518Q - GROSSMONT SUMMER INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518Q

**Credit Hours**
**Min:**
2

## EDU518R - CREATING THE COOPERATIVE SCHOO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518R

**Credit Hours**
**Min:**
3

## EDU518S - ADVANCED KAGAN COOPERATIVE STR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518S

**Credit Hours**
**Min:**
3

## EDU518T - COOPERATIVE LEARNING FOR INCLU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518T

**Credit Hours**
**Min:**
3

## EDU518U - BUILD IT BOX IT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518U

**Credit Hours**
**Min:**
2

## EDU518V - THE INTERNET AS A TEACHING RES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518V

**Credit Hours**
**Min:**
1

## EDU518W - SUPERVING THE IMPLEMENTATION O

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518W

**Credit Hours**
**Min:**
2

## EDU518X - CLASSROOM PERFORMANCE ASSESSME

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518X

**Credit Hours**
**Min:**
1

## EDU518Z - CHARACTER EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
518Z

### Credit Hours
**Min:**
3

## EDU519 - SCRIPTURE AND MORAL DECISION M

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
519

### Credit Hours
**Min:**
1

## EDU519A - ART AND CRAFT OF TEACHING

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
519A

### Credit Hours
**Min:**
3

## EDU519B - HELPING HIGH RISK STUDENTS

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
519B

### Credit Hours
**Min:**
3

## EDU519C - SITUATIONAL LEADERSHIP

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
519C

### Credit Hours
**Min:**
3

## EDU519D - SEX EDUCATION: IMPLICATIONS FO

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
519D

### Credit Hours
**Min:**
1

## EDU519E - DRUG EDUCATION

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
519E

### Credit Hours
**Min:**
1

## EDU519H - WHAT DOES IT MEAN TO DIFFERENT

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
519H

### Credit Hours
**Min:**
1

## EDU519I - PRACT STRATEGIES FOR PRIMARY T

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
519I

### Credit Hours
**Min:**
1

## EDU519J - PARAEDUCATOR TRAINING COURSE

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
519J

### Credit Hours
**Min:**
3

## EDU519P - BUILDING BASED FACILITATOR

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
519P

**Credit Hours**
**Min:**
1

## EDU520 - SLINGERLAND TECHNIQUES SPECIFI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520

**Credit Hours**
**Min:**
6

## EDU520A - TEACHING EFFECTIVE COMMUNICATI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520A

**Credit Hours**
**Min:**
3

## EDU520B - TEACHING EFFECTIVE COMMUNICATI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520B

**Credit Hours**
**Min:**
3

## EDU520C - POSITIVE CLASSROOM MANAGEMANT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520C

**Credit Hours**
**Min:**
1

## EDU520D - INTERNAT CURR GLOBAL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520D

**Credit Hours**
**Min:**
1

## EDU520E - ECE PEER COACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520E

**Credit Hours**
**Min:**
1

## EDU520G - BEGIN. COOP LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520G

**Credit Hours**
**Min:**
1

## EDU520H - HELPING STUDENTS ACHIEVE PART

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520H

**Credit Hours**
**Min:**
1

## EDU520J - COMPREHENSIVE SUMMER INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520J

**Credit Hours**
**Min:**
2

## EDU520K - STRUCTURAL APPROACH INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520K

**Credit Hours**
**Min:**
1

## EDU520L - DoDEA SCHOOL IMPROVEMENT INSTI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520L

**Credit Hours**
**Min:**
2

## EDU520N - EXPERIENCED TEACHERS INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520N

**Credit Hours**
**Min:**
2

## EDU520O - ASSESSMGMT CONTROL:KEY CONDUCT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520O

**Credit Hours**
**Min:**
1

## EDU520P - COOPERATIVE LEARNING & HIGHER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520P

**Credit Hours**
**Min:**
2

## EDU520Q - COOPERATIVE LEARNING FOR ESL &

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520Q

**Credit Hours**
**Min:**
2

## EDU520R - COOPERATIVE LEARNING & HANDS-O

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520R

**Credit Hours**
**Min:**
2

## EDU520S - COOPERATIVE LEARNING & SECONDA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520S

**Credit Hours**
**Min:**
2

## EDU520T - COMPREHENSIVE SUMMER INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520T

**Credit Hours**
**Min:**
2

## EDU520U - READING INSTRUCTION CERTIFICAT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520U

**Credit Hours**
**Min:**
3

## EDU520V - MAKING CONNECTIONS: INTERDISCI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520V

**Credit Hours**
**Min:**
1

## EDU520W - EDUC EVERYBODY'S CHILD:DIVERSI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520W

**Credit Hours**
**Min:**
1

## EDU520X - SLINGERLAND TECHNIQUES/ SPECIFI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520X

**Credit Hours**
**Min:**
6

## EDU520Y - TECHNOLOGY TRAINING:INTRO TO W

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520Y

**Credit Hours**
**Min:**
1

## EDU520Z - SHP: INVOLVING THE COMMUNITY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
520Z

**Credit Hours**
**Min:**
1

## EDU521 - CHALLENGES MADE AND MET - N.A.

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521

**Credit Hours**
**Min:**
1

## EDU521A - CLASSROOM CONTROL: PERSPECTIVE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521A

**Credit Hours**
**Min:**
3

## EDU521B - CLASSROOM MANAGEMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521B

**Credit Hours**
**Min:**
3

## EDU521C - EXECUTIVE SKILLS FOR CLASSROOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521C

**Credit Hours**
**Min:**
2

## EDU521D - CLASSROOM MANAGEMENT FOR SECON

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521D

**Credit Hours**
**Min:**
2

## EDU521E - METHODS FOR SCHOOL IMPROVEMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521E

**Credit Hours**
**Min:**
1

## EDU521F - THEORIES OF INT STUDIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521F

**Credit Hours**
**Min:**
1

## EDU521G - EDUCATIONAL TECHNIQUES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521G

**Credit Hours**
**Min:**
1

## EDU521H - SETTING THE SCENE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521H

**Credit Hours**
**Min:**
3

## EDU521I - METHODS & ISSUES IN EARLY CHIL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521I

**Credit Hours**
**Min:**
1

## EDU521J - INTEGRATING SERVICE LEARNING I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521J

**Credit Hours**
**Min:**
3

## EDU521K - PROJECT TECHNOLOGY: CYBERFAIR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521K

**Credit Hours**
**Min:**
2

## EDU521L - EDUCATIONAL APPLICATIONS FOR V

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521L

**Credit Hours**
**Min:**
3

## EDU521M - STRATEGIES/APPROACHES IN C/R-T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521M

**Credit Hours**
**Min:**
1

## EDU521P - WRITING POETRY,CREATIVE WRIT,R

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521P

**Credit Hours**
**Min:**
2

## EDU521Q - ADDING LITERATURE,PHONICS,REPO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521Q

**Credit Hours**
**Min:**
3

## EDU521R - HOW TO MAKE THE MOST OF CLASS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521R

**Credit Hours**
**Min:**
3

## EDU521T - BEST PRE SCHOOL PRACTICES IN E

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521T

**Credit Hours**
**Min:**
3

## EDU521X - MTHS TEACHING WRIT IN ELEM MAT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521X

**Credit Hours**
**Min:**
3

## EDU521Z - STEP INTO FALL: ACTIVITIES FOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
521Z

**Credit Hours**
**Min:**
3

## EDU522 - IMAGES OF JESUS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522

**Credit Hours**
**Min:**
1

## EDU522A - CERAMICS WORKSHOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522A

**Credit Hours**
**Min:**
3

## EDU522B - MOTIVATION AND DISCIPLINE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522B

**Credit Hours**
**Min:**
3

## EDU522C - ADD/ADHD ATT DEFICITY AND/OR H

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522C

**Credit Hours**
**Min:**
1

## EDU522E - LEARNING HOW TO TAKE & USE RUN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522E

**Credit Hours**
**Min:**
1

## EDU522G - CREATIVE WRITING/LANG TO ENHAN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522G

**Credit Hours**
**Min:**
3

## EDU522I - THE PORTABLE CLASSROOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522I

**Credit Hours**
**Min:**
3

## EDU522J - METHODS OF TEACHING MATH IN K-

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522J

**Credit Hours**
**Min:**
2

## EDU522K - PHONICS BASED READING PROGRAM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522K

**Credit Hours**
**Min:**
3

## EDU522L - CURRICULUM DESIGN FOR 98-99 SC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522L

**Credit Hours**
**Min:**
3

## EDU522M - LRNG ABOUT OTHERS THROUGH ART,

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522M

**Credit Hours**
**Min:**
3

## EDU522N - ENHANCE BASIC MATH CONCEPTS TH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522N

**Credit Hours**
**Min:**
3

## EDU522O - LANG ARTS IN INTERM GRADES FOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522O

**Credit Hours**
**Min:**
3

## EDU522P - SUCCESSFUL CLASS ORGANIZATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522P

**Credit Hours**
**Min:**
3

## EDU522Q - BEHAVIOR MANAGEMENT TECHNIQUES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522Q

**Credit Hours**
**Min:**
2

## EDU522R - PROFESSIONAL DEVELOPMENT INSTI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522R

**Credit Hours**
**Min:**
1

## EDU522S - PICTURE BOOKS - ADOLESCENT LIT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522S

**Credit Hours**
**Min:**
3

## EDU522T - THE PORTABLE CLASSROOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522T

**Credit Hours**
**Min:**
3

## EDU522U - GET INTO THE THEME OF THINGS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522U

**Credit Hours**
**Min:**
3

## EDU522V - WRITERS PORTFOLIO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522V

**Credit Hours**
**Min:**
3

## EDU522W - ASSESSMENT SYSTEMS IN ELEMENTA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522W

**Credit Hours**
**Min:**
3

## EDU522X - FRAMEWORK FOR SCHOOL IMPROVEME

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522X

**Credit Hours**
**Min:**
1

## EDU522Y - EQUITY/DIVERSITY:CARING SCHOOL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522Y

**Credit Hours**
**Min:**
1

## EDU522Z - EQUITY/DIVERSITY:CARING SCHOOL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
522Z

**Credit Hours**
**Min:**
1

## EDU523 - THEMES IN CHRISTIAN ANTHROPOLO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523

**Credit Hours**
**Min:**
3

## EDU523A - SUCCESSFUL STRATEGIES TO IMPRO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523A

**Credit Hours**
**Min:**
3

## EDU523B - STRATEGIES TO IMPROVE STUDENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523B

**Credit Hours**
**Min:**
3

## EDU523C - EXPLORING TECHNOLOGY IN EDUCAT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523C

**Credit Hours**
**Min:**
1

## EDU523D - SAILING THROUGH SUMMER: NAVIGA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523D

**Credit Hours**
**Min:**
3

## EDU523E - SCHOLASTIC UNIVERSITY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523E

**Credit Hours**
**Min:**
1

## EDU523F - USING THE INTERNET AS A CLASSR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523F

**Credit Hours**
**Min:**
1

## EDU523G - WRITING & SAILING ALONG THE TU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523G

**Credit Hours**
**Min:**
3

## EDU523I - MULTIPLE INTELLIGENCES TRAINER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523I

**Credit Hours**
**Min:**
2

## EDU523J - COOPERATIVE LEARNING TRAINER'S

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523J

**Credit Hours**
**Min:**
1

## EDU523L - SERVICE LEARNING INTEGRATED IN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523L

**Credit Hours**
**Min:**
3

## EDU523N - INTRODUCTION TO TEACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523N

**Credit Hours**
**Min:**
3

## EDU523O - SERVICE LEARNING INTEGRATED IN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523O

**Credit Hours**
**Min:**
3

## EDU523P - COUNSELING/ GUIDANCE:EFFECTIVE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523P

**Credit Hours**
**Min:**
1

## EDU523Q - SLINGERLAND - CONTINUUM CLASS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523Q

**Credit Hours**
**Min:**
1

## EDU523R - INTERNET ACADEMY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523R

**Credit Hours**
**Min:**
1

## EDU523T - AVID CINEMA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523T

**Credit Hours**
**Min:**
1

## EDU523U - INTRODUCTION TO WINDOWS 95

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523U

**Credit Hours**
**Min:**
1

## EDU523V - MICROSOFT OFFICE (PC)

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523V

**Credit Hours**
**Min:**
1

## EDU523W - DESIGNING STAFF DEVELOPMENT OF

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523W

**Credit Hours**
**Min:**
2

## EDU523X - CONNECTIONS: A SEMINAR IN TEAC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523X

**Credit Hours**
**Min:**
4

## EDU523Y - MICROSOFT WORD FOR THE K-6 TEA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
523Y

**Credit Hours**
**Min:**
3

## EDU524 - PROJECT TEACH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
524

**Credit Hours**
**Min:**
3

## EDU524A - PROJECT T.E.A.C.H.

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
524A

**Credit Hours**
**Min:**
3

## EDU524C - PROJECT T.E.A.C.H.

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
524C

**Credit Hours**
**Min:**
2

## EDU524D - COGNITIVE ASSESSMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
524D

**Credit Hours**
**Min:**
2

## EDU524E - WINDOWS OPERATING SYSTEMS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
524E

**Credit Hours**
**Min:**
1

## EDU524G - USING MICROSOFT ACCESS FOR COM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
524G

**Credit Hours**
**Min:**
3

## EDU524H - INCLUSION:DIFFERENTIATING INST

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
524H

**Credit Hours**
**Min:**
2

## EDU524I - INCLUSION EDUCATION (TIPS) LIA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
524I

**Credit Hours**
**Min:**
1

## EDU525 - SLINGERLAND, BEGINNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
525

**Credit Hours**
**Min:**
6

## EDU525A - P.R.I.D.E

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
525A

**Credit Hours**
**Min:**
3

## EDU525F - COMPUTER ASSISTED INSTRUCTION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
525F

**Credit Hours**
**Min:**
1

## EDU525G - NCTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
525G

**Credit Hours**
**Min:**
1

## EDU525J - THE CHANGE PROCESS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
525J

**Credit Hours**
**Min:**
1

## EDU525K - THEORIES & MTHS INDIVIDUALIZED

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
525K

**Credit Hours**
**Min:**
1

## EDU525L - METHODS FOR CLASSROOM INSTRUCT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
525L

**Credit Hours**
**Min:**
1

## EDU525M - INTEGRATING THE CURRICULUM USI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
525M

**Credit Hours**
**Min:**
1

## EDU525N - INCLUSION STRATEGIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
525N

**Credit Hours**
**Min:**
1

## EDU525O - SEATCCO '97

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
525O

**Credit Hours**
**Min:**
1

## EDU525P - INTEGRATED LANGUAGE ARTS/ READI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
525P

**Credit Hours**
**Min:**
3

## EDU525Q - SPECIAL EDUCATION:BEST INCLUSI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
525Q

**Credit Hours**
**Min:**
1

## EDU525R - TEACHING TO STANDARDS IN SECON

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
525R

**Credit Hours**
**Min:**
2

## EDU525S - SPECIAL EDUCATION:DIVERSITY,TR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
525S

**Credit Hours**
**Min:**
3

## EDU525V - APPROACHES TO THE TEACHING OF

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
525V

**Credit Hours**
**Min:**
3

## EDU525W - USING AUTHENTIC ASSESSMENT IN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
525W

**Credit Hours**
**Min:**
2

## EDU525Y - SUMMER COUNSELING INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
525Y

**Credit Hours**
**Min:**
2

## EDU525Z - COMPUTER TECHNOLOGY I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
525Z

**Credit Hours**
**Min:**
1

## EDU526 - SLINGERLAND - INTERMEDIATE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
526

**Credit Hours**
**Min:**
6

## EDU526A - COOPERATIVE LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
526A

**Credit Hours**
**Min:**
3

## EDU526B - COOPERATIVE LEARNINGSYMPOSIUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
526B

**Credit Hours**
**Min:**
2

## EDU526C - COOPERATIVE LEARNING: METHODS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
526C

**Credit Hours**
**Min:**
1

## EDU526D - COOPERATIVE LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
526D

**Credit Hours**
**Min:**
1

## EDU526E - LEARNING ACROSS THE CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
526E

**Credit Hours**
**Min:**
1

## EDU526F - COOPERATIVE LEARNING ACROSS TH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
526F

**Credit Hours**
**Min:**
2

## EDU526G - MANAGEMENT OF ASSAULTIVE BEHAV

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
526G

**Credit Hours**
**Min:**
1

## EDU526H - COOPERATIVE LEARN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
526H

**Credit Hours**
**Min:**
2

## EDU526I - COOPERATIVE LEARNING ACROSS TH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
526I

**Credit Hours**
**Min:**
2

## EDU526O - COOPERATIVE LEARNINGAND INTEGR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
526O

**Credit Hours**
**Min:**
1

## EDU526W - COOP LRNG & MULTIPLE INTELLIGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
526W

**Credit Hours**
**Min:**
1

## EDU526X - MULTIPLE INTELLIGENCES & COOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
526X

**Credit Hours**
**Min:**
1

## EDU526Z - TECHNOLOGY FOR EDUCATORS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
526Z

**Credit Hours**
**Min:**
1

## EDU527 - SLINGERLAND TEACHER EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
527

**Credit Hours**
**Min:**
6

## EDU527A - CHANGES IN THE FAMILY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
527A

**Credit Hours**
**Min:**
3

## EDU527B - CHANGES IN THE FAMILY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
527B

**Credit Hours**
**Min:**
3

## EDU527G - SPECIAL NEEDS/ALTERNATIVE DELI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
527G

**Credit Hours**
**Min:**
1

## EDU527H - SPECIAL ED: STRATEGIES FOR INC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
527H

**Credit Hours**
**Min:**
1

## EDU527J - AUTHENTIC PERFORMANCE ASSESSME

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
527J

**Credit Hours**
**Min:**
3

## EDU527K - FOCUS ON LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
527K

**Credit Hours**
**Min:**
1

## EDU527M - WJR ASSESSMENT ISSUES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
527M

**Credit Hours**
**Min:**
1

## EDU527N - INTRODUCTION & USE OF ELECTRON

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
527N

**Credit Hours**
**Min:**
1

## EDU527O - CHARACTER EDUCATION IN YOUR CL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
527O

**Credit Hours**
**Min:**
2

## EDU527P - FOCUS ON LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
527P

**Credit Hours**
**Min:**
1

## EDU527R - LITERACY PLACE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
527R

**Credit Hours**
**Min:**
1

## EDU527T - AUTISM/ADD:SERVING CHILDREN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
527T

**Credit Hours**
**Min:**
1

## EDU527V - CURRICULUM RENEWAL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
527V

**Credit Hours**
**Min:**
1

## EDU527W - MEDIA LITERACY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
527W

**Credit Hours**
**Min:**
3

## EDU527Y - CREATING A DIFFERENTIATED CURR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
527Y

**Credit Hours**
**Min:**
1

## EDU527Z - COMMONALITIES:WINDOWS 3.1 & MS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
527Z

**Credit Hours**
**Min:**
1

## EDU528 - SIN AND RECONCILIATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
528

**Credit Hours**
**Min:**
1

## EDU528A - STAFF DEVELOPMENT 1

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
528A

**Credit Hours**
**Min:**
2

## EDU528B - INTERACTIVE CLASS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
528B

**Credit Hours**
**Min:**
3

## EDU528C - THEMATIC TEACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
528C

**Credit Hours**
**Min:**
1

## EDU528D - MIDDLE SCHOOL TEACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
528D

**Credit Hours**
**Min:**
1

**Credit Hours**
**Min:**
1

## EDU528E - WRITING ASSESSMENT WORKSHOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
528E

**Credit Hours**
**Min:**
1

## EDU528F - PENTIUMS IN EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
528F

**Credit Hours**
**Min:**
1

## EDU528G - NATIVE AMERICAN EXPERIENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
528G

**Credit Hours**
**Min:**
2

## EDU528H - PROBLEM SOLVING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
528H

**Credit Hours**
**Min:**
1

## EDU528I - DATA DRIVEN DECISION MAKING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
528I

## EDU528J - LEADERSHIP IN SCHOOL REFORM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
528J

**Credit Hours**
**Min:**
3

## EDU528K - ENGLISH LANGUAGE ACADEMY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
528K

**Credit Hours**
**Min:**
0

## EDU528P - COGNITIVE TUTOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
528P

**Credit Hours**
**Min:**
2

## EDU528T - METHODS OF OBSERVING/ ASSESSING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
528T

**Credit Hours**
**Min:**
1

## EDU528U - INTEGRATING THE INTERNET INTO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
528U

**Credit Hours**
**Min:**
1

**Credit Hours**
**Min:**
2

## EDU528Z - EDUCATE THEIR HEARTS AND MINDS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
528Z

**Credit Hours**
**Min:**
6

## EDU529 - CATHOLIC FUNDAMENTALISM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529

**Credit Hours**
**Min:**
3

## EDU529A - BASICS PLUS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529A

**Credit Hours**
**Min:**
3

## EDU529B - MOTIVATE AND EDUCATE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529B

**Credit Hours**
**Min:**
3

## EDU529D - COMP BASED GUIDANCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529D

## EDU529E - BBF: STUDY COURSE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529E

**Credit Hours**
**Min:**
1

## EDU529F - SCHOOL DISTRICT CHIEF BUSINESS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529F

**Credit Hours**
**Min:**
4

## EDU529G - PROFESSIONAL DEVELOPMENT:ASSES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529G

**Credit Hours**
**Min:**
1

## EDU529H - COLONIAL WILLIAMSBURG INSTITUT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529H

**Credit Hours**
**Min:**
4

## EDU529I - COMMUNICATION/PROBLERM SOLV SK

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529I

**Credit Hours**
**Min:**
1

## EDU529J - INTEGRATED LANGUAGE ARTS/ READI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529J

**Credit Hours**
**Min:**
3

## EDU529K - USING COMPUTERS TO BUILD REPOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529K

**Credit Hours**
**Min:**
1

## EDU529L - TEACHING ESL STUDENTS IN MAINS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529L

**Credit Hours**
**Min:**
3

## EDU529Q - TECHNOLOGY & ASSESSMENT FOR TH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529Q

**Credit Hours**
**Min:**
1

## EDU529R - CLASSROOM MANAGEMENT WITH TECH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529R

**Credit Hours**
**Min:**
1

## EDU529S - INFUSING TECHNOLOGY INTO CLASS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529S

**Credit Hours**
**Min:**
2

## EDU529T - INTRODUCTION TO PASCAL PROGRAM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529T

**Credit Hours**
**Min:**
1

## EDU529U - USING CENTERS TO ENHANCE READI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529U

**Credit Hours**
**Min:**
2

## EDU529V - USING POETRY & CREATIVE WRIT T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529V

**Credit Hours**
**Min:**
2

## EDU529W - ROOKIE COMPUTERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529W

**Credit Hours**
**Min:**
2

## EDU529X - IMPLEMENTING A BALANCED READIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529X

**Credit Hours**
**Min:**
1

## EDU529Y - USING TECHNOLOGY IN E.S: PROJE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529Y

**Credit Hours**
**Min:**
1

## EDU529Z - WORD PROCESSING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
529Z

**Credit Hours**
**Min:**
1

## EDU530 - INTRODUCTION TO SLINGERLAND

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
530

**Credit Hours**
**Min:**
1

## EDU530A - TEACHING STRATEGIES FOR HIGHER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
530A

**Credit Hours**
**Min:**
3

## EDU530B - THERAPUTIC DIMENSION OF ADULT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
530B

**Credit Hours**
**Min:**
1

## EDU530C - MAKING SCHOOLS BETTER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
530C

**Credit Hours**
**Min:**
3

## EDU530D - BEST FIRST TEACHING EARLY LITE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
530D

**Credit Hours**
**Min:**
2

## EDU530E - OL/EVALUATION OF LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
530E

**Credit Hours**
**Min:**
2

## EDU530F - BUILD IT, BOX IT, MAKE IT, TAK

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
530F

**Credit Hours**
**Min:**
3

## EDU530I - SCHOOL BASED MANAGEMENT: EVALU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
530I

**Credit Hours**
**Min:**
1

## EDU530J - SCHOOL-HOME PARTNERSHIP:LEVELS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
530J

**Credit Hours**
**Min:**
1

## EDU530K - SCHOOL-HOME PARTNERSHIP: FATHE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
530K

**Credit Hours**
**Min:**
1

## EDU530L - SCHOOL HOME PARTNERSHIP: EVALU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
530L

**Credit Hours**
**Min:**
1

## EDU530M - SCHOOL HOME PARTNERSHIP: INVOL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
530M

**Credit Hours**
**Min:**
1

## EDU530N - ASSESSMENT TRAINING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
530N

**Credit Hours**
**Min:**
1

## EDU530O - COOPERATIVE LEARNING & MULTIPL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
530O

**Credit Hours**
**Min:**
1

## EDU530P - WHOLE FACULTY STUDY GROUP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
530P

**Credit Hours**
**Min:**
2

## EDU530S - CURRICULUM INSTRUCTION & ASSES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
530S

**Credit Hours**
**Min:**
1

## EDU530X - TEACHING TO HUMAN NEEDS IN A M

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
530X

**Credit Hours**
**Min:**
6

## EDU531 - INTRODUCTION TO SLINGERLAND -

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
531

**Credit Hours**
**Min:**
6

## EDU531A - EFFECTIVE CLASSROOM PRACTICES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
531A

**Credit Hours**
**Min:**
1

## EDU531B - EFFECTIVE CLASSROOM PRACTICES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
531B

**Credit Hours**
**Min:**
1

## EDU531C - WORD WEAVING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
531C

**Credit Hours**
**Min:**
2

## EDU531D - INTEGRATING CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
531D

**Credit Hours**
**Min:**
1

## EDU531F - ASSESSMENT & EVALUATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
531F

**Credit Hours**
**Min:**
1

## EDU531G - LEADERSHIP: GETTING THE MOST F

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
531G

**Credit Hours**
**Min:**
1

## EDU531H - LEARNING STYLES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
531H

**Credit Hours**
**Min:**
1

## EDU531I - WHOLE FACIITY S/G

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
531I

**Credit Hours**
**Min:**
4

## EDU531R - METHODS & TECHNIQUES IN DELIVE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
531R

**Credit Hours**
**Min:**
6

## EDU531S - COUNSELING 2000

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
531S

**Credit Hours**
**Min:**
1

## EDU531T - CURRICULUM & INSTRUCTION I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
531T

**Credit Hours**
**Min:**
1

## EDU531U - EXT&INT CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
531U

**Credit Hours**
**Min:**
1

## EDU531V - BBF:COOP LEARN IN CURRICULAR A

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
531V

**Credit Hours**
**Min:**
1

## EDU531W - WINTERFEST/CPS I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
531W

**Credit Hours**
**Min:**
1

## EDU531X - THE DEVELOPING CHILD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
531X

**Credit Hours**
**Min:**
2

## EDU531Z - TEACHING & LEARNING WITH WRITI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
531Z

**Credit Hours**
**Min:**
2

## EDU532 - MANAGEMENT STRATEGIES FOR KIDS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532

**Credit Hours**
**Min:**
2

## EDU532A - READING, WRITING, AND THE REAL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532A

**Credit Hours**
**Min:**
1

## EDU532B - ASSESSING THE PRESCHOOL CHILD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532B

**Credit Hours**
**Min:**
3

## EDU532C - READING ACROSS THE CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532C

**Credit Hours**
**Min:**
2

## EDU532D - Writing As A Process

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532D

**Credit Hours**
**Min:**
1

## EDU532E - THEMATIC TEACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532E

**Credit Hours**
**Min:**
3

## EDU532F - CAAP CONFERNCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532F

**Credit Hours**
**Min:**
1

## EDU532H - OFF AND RUNNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532H

**Credit Hours**
**Min:**
3

## EDU532J - ANTI-BIAS CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532J

**Credit Hours**
**Min:**
3

## EDU532K - INSTRUCTIONAL LEADERSHIP II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532K

**Credit Hours**
**Min:**
1

## EDU532L - PERSONALIZED CLASS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532L

**Credit Hours**
**Min:**
3

## EDU532M - DRUG EDUCATION TODAY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532M

**Credit Hours**
**Min:**
3

## EDU532N - SELF ESTEEM: A CLASSROOM AFFAI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532N

**Credit Hours**
**Min:**
3

## EDU532P - INTEGRATED CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532P

**Credit Hours**
**Min:**
1

## EDU532Q - SCHOOL IMPROVEMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532Q

**Credit Hours**
**Min:**
1

## EDU532R - TEACHER EXPECTATIONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532R

**Credit Hours**
**Min:**
3

## EDU532S - INTERPERSONAL SKILLS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532S

**Credit Hours**
**Min:**
1

## EDU532T - TEAM BUILDING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532T

**Credit Hours**
**Min:**
1

## EDU532V - CURRICULA OF FUTURE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532V

**Credit Hours**
**Min:**
1

## EDU532X - SLINGERLAND MULTI-SENSORY TECH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532X

**Credit Hours**
**Min:**
6

## EDU532Y - CURRICULUM MODIFICATATIONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532Y

**Credit Hours**
**Min:**
1

## EDU532Z - INTEGRATING CRITICAL THINKING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
532Z

**Credit Hours**
**Min:**
1

## EDU533 - CREATIVE PHYSICAL SCIENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533

**Credit Hours**
**Min:**
1

## EDU533A - PROJECT IMPACT I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533A

**Credit Hours**
**Min:**
1

## EDU533B - PROMOTING HIGHER THINKING IN M

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533B

**Credit Hours**
**Min:**
3

## EDU533C - Creative Physical Science

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533C

**Credit Hours**
**Min:**
3

## EDU533D - CLASSROOM MANAGEMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533D

**Credit Hours**
**Min:**
1

## EDU533E - INTEGRATING ACADEMICAND VOCATI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533E

**Credit Hours**
**Min:**
2

## EDU533F - ADMINISTRATIVE LEADERSHIP 21ST

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533F

**Credit Hours**
**Min:**
2

## EDU533G - BBF:INSTRUCT STRAT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533G

**Credit Hours**
**Min:**
1

## EDU533H - ACADEMY II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533H

**Credit Hours**
**Min:**
3

## EDU533I - SUCCESSFUL CLASSROOM TEACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533I

**Credit Hours**
**Min:**
1

## EDU533J - INTERDISCIPLINARY UNIT DESIGN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533J

**Credit Hours**
**Min:**
1

## EDU533L - INSTUCTIONAL STRATEGIES FOR SU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533L

**Credit Hours**
**Min:**
1

## EDU533M - TECH & TEACH OF DIFFERENT ASPE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533M

**Credit Hours**
**Min:**
1

## EDU533O - MATH METHODS FOR EARLY CHILDHO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533O

**Credit Hours**
**Min:**
1

## EDU533P - WHOLE FACULTY STUDY GROUPS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533P

**Credit Hours**
**Min:**
2

## EDU533Q - WHOLE FACULTY STUDY GROUP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533Q

**Credit Hours**
**Min:**
2

## EDU533R - QUALITY MATH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533R

**Credit Hours**
**Min:**
1

## EDU533S - CHALLENGING THE GIFTED & HIGHT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533S

**Credit Hours**
**Min:**
1

## EDU533T - EEF: INSTRUCTION AND IMPLEMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533T

**Credit Hours**
**Min:**
1

## EDU533U - TECHNIQUES OF TEACHING K-8

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533U

**Credit Hours**
**Min:**
1

## EDU533V - AVID SUMMER INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533V

**Credit Hours**
**Min:**
2

## EDU533W - School-Home Partnerships: USD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533W

**Credit Hours**
**Min:**
2

## EDU533X - RESPECTIVE ETHNIC & CULTURAL H

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533X

**Credit Hours**
**Min:**
1

## EDU533Y - NARROWING THE GAP - SECONDARY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533Y

**Credit Hours**
**Min:**
2

## EDU533Z - CARING COMPETENCES/EQUITY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
533Z

**Credit Hours**
**Min:**
1

## EDU534 - THE USE OF MICROCOMPUTER AS ED

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534

**Credit Hours**
**Min:**
1

## EDU534A - PLANNING & PREPARING FOR THE N

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534A

**Credit Hours**
**Min:**
3

## EDU534B - ASSESSMENT LEADERSHIP ACADEMY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534B

**Credit Hours**
**Min:**
3

## EDU534C - READING-WRITING CONNECTION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534C

**Credit Hours**
**Min:**
2

## EDU534D - POSITIVE CLASSROOM INSTRUCTION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534D

**Credit Hours**
**Min:**
1

## EDU534E - ADVANCED COOPERATIVE LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534E

**Credit Hours**
**Min:**
1

## EDU534F - COOPERATIVE LEARNING LEADERSHI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534F

**Credit Hours**
**Min:**
3

## EDU534G - SURVEY & IMPLEMENT OF CURRENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534G

**Credit Hours**
**Min:**
1

## EDU534H - ADHD IN THE CLASSROOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534H

**Credit Hours**
**Min:**
1

## EDU534I - EQUITY IN EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534I

**Credit Hours**
**Min:**
1

## EDU534M - GROSSMONT SUMMER INSTITUTE/ COM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534M

**Credit Hours**
**Min:**
3

## EDU534N - EXPERIENCED TEACHERS INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534N

**Credit Hours**
**Min:**
2

## EDU534O - GIFTED/TALENTED: EMOTIONAL INT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534O

**Credit Hours**
**Min:**
2

## EDU534P - ELEMENTARY HUMANITIES CURRICUL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534P

**Credit Hours**
**Min:**
3

## EDU534Q - MICROCOMPUTER BASED LABS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534Q

**Credit Hours**
**Min:**
1

## EDU534T - ADMINISTRATION OF THE ELEMENTA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534T

**Credit Hours**
**Min:**
1

## EDU534U - BUILD IT, BOX IT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534U

**Credit Hours**
**Min:**
3

## EDU534V - C/R IMPLEMENTATION OF 1ST STEP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534V

**Credit Hours**
**Min:**
3

## EDU534W - SCHOOL/HOME PARTNERSHIP:SUCCES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534W

**Credit Hours**
**Min:**
1

## EDU534X - INTRODUCTION NOVELL NETWORK

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
534X

**Credit Hours**
**Min:**
2

## EDU535 - ALL IN THE FAMILY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535

**Credit Hours**
**Min:**
2

## EDU535A - THE MAKING OF AN EFFECTIVE CLA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535A

**Credit Hours**
**Min:**
3

## EDU535B - THE MAKING OF AN EFFECTIVE CLA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535B

**Credit Hours**
**Min:**
3

## EDU535C - POSITIVE CLIMATE ANDEFFECTIVE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535C

**Credit Hours**
**Min:**
2

## EDU535D - RISK TO RESILENCY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535D

**Credit Hours**
**Min:**
3

## EDU535H - MODERN PROCEDURES IN SPECIAL E

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535H

**Credit Hours**
**Min:**
1

## EDU535I - PICTURE THIS!

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535I

**Credit Hours**
**Min:**
1

## EDU535J - INSTRUCTIONAL STRATEGIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535J

**Credit Hours**
**Min:**
1

## EDU535K - PAES WORKSHOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535K

**Credit Hours**
**Min:**
1

## EDU535L - METHODS FOR CLASSROOM INSTRUCT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535L

**Credit Hours**
**Min:**
1

## EDU535M - PICTURE BOOK JOURNEYS: TRAVELI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535M

**Credit Hours**
**Min:**
3

## EDU535N - THE DEVELOPING CHILD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535N

**Credit Hours**
**Min:**
3

## EDU535O - LEVEL I TECHNOLOGY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535O

**Credit Hours**
**Min:**
1

## EDU535P - Implementing School-Home Partn

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535P

**Credit Hours**
**Min:**
2

## EDU535Q - KEY COMMUNICATOR'S TRAINING FO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535Q

**Credit Hours**
**Min:**
2

## EDU535R - METHODS OF TEACHING ESL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535R

**Credit Hours**
**Min:**
1

## EDU535S - ESPANOL INTENSIVO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535S

**Credit Hours**
**Min:**
6

## EDU535T - INSTRUCTIONALLY ORIENTED ASSES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535T

**Credit Hours**
**Min:**
1

## EDU535U - TECHNOLOGY: DESIGNING A WEB SI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535U

**Credit Hours**
**Min:**
1

## EDU535V - APPLYING BRAIN RESEARCH IN THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535V

**Credit Hours**
**Min:**
1

## EDU535W - LEARNING EXPERIENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535W

**Credit Hours**
**Min:**
3

## EDU535X - TEACHING MIDDLE GRADE MATH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535X

**Credit Hours**
**Min:**
2

## EDU535Y - WHOLE FACULTY STUDY GROUP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535Y

**Credit Hours**
**Min:**
2

## EDU535Z - IN TOUCH WITH LAPTOP LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
535Z

**Credit Hours**
**Min:**
1

## EDU536 - ACCELERATED LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536

**Credit Hours**
**Min:**
2

## EDU536A - ACCELERATED LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536A

**Credit Hours**
**Min:**
3

## EDU536B - HIGH EXPECT-ADMIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536B

**Credit Hours**
**Min:**
1

## EDU536C - ACCELERATED LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536C

**Credit Hours**
**Min:**
3

## EDU536D - ACCELERATED LEARNING AND WRITI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536D

**Credit Hours**
**Min:**
2

## EDU536E - ADMINISTRATION OF SCHOOL IMPRO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536E

**Credit Hours**
**Min:**
3

## EDU536F - METHODS IN COMPUTER INSTRUCTIO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536F

**Credit Hours**
**Min:**
1

## EDU536H - READING AND THE CLASSROOM TEAC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536H

**Credit Hours**
**Min:**
3

## EDU536I - IS/ENHANCING CLASSROOM LEARNIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536I

**Credit Hours**
**Min:**
1

## EDU536J - TEACHING READING & LANGUAGE AR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536J

**Credit Hours**
**Min:**
3

## EDU536K - PRINCIPLES OF LANGUAGE LEARNIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536K

**Credit Hours**
**Min:**
3

## EDU536M - INTRODUCTION TO LAN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536M

**Credit Hours**
**Min:**
1

## EDU536N - LDRSHIP & STAFF DEV IN MODELS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536N

**Credit Hours**
**Min:**
1

## EDU536O - COMPUTER TECHNOLOGY IN THE CLA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536O

**Credit Hours**
**Min:**
1

## EDU536P - BRAIN RESEARCH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536P

**Credit Hours**
**Min:**
1

## EDU536Q - MINDS-ON/HANDS-ON: ACTIVITIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536Q

**Credit Hours**
**Min:**
3

## EDU536S - TRAINING FOR TEACHERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536S

**Credit Hours**
**Min:**
1

## EDU536T - BACK TO SCHOOL HYPERSTUDIO PRE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536T

**Credit Hours**
**Min:**
1

## EDU536U - PROBABILITY AND STATISTICS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536U

**Credit Hours**
**Min:**
1

## EDU536W - SUPERVISING THE IMPLEMENTATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536W

**Credit Hours**
**Min:**
2

## EDU536X - YOUNG AUTHORS IN YOUR CLASSROO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536X

**Credit Hours**
**Min:**
1

## EDU536Z - METHODOLOGY ORAL PROF TECH & S

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
536Z

**Credit Hours**
**Min:**
2

## EDU537 - Beyond the Teachers Guide

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537

**Credit Hours**
**Min:**
3

## EDU537A - NEURO-LINGUISTIC PROGRAMMING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537A

**Credit Hours**
**Min:**
3

## EDU537B - TIPS FOR TEACHERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537B

**Credit Hours**
**Min:**
3

## EDU537C - HIGH PERFORMANCE LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537C

**Credit Hours**
**Min:**
1

## EDU537D - TEACHING SECOND LANGUAGE ACQUI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537D

**Credit Hours**
**Min:**
1

## EDU537E - RECIPES FOR LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537E

**Credit Hours**
**Min:**
3

## EDU537F - TEACHING IN A CULTURALLY DIVER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537F

**Credit Hours**
**Min:**
3

## EDU537G - INTRO TO COMPUTER TECH IN MIDD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537G

**Credit Hours**
**Min:**
2

## EDU537I - MANAGEMENT OF FEDERAL GRANTS -

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537I

**Credit Hours**
**Min:**
1

## EDU537J - TEACHING THE WRITING PROCESS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537J

**Credit Hours**
**Min:**
1

## EDU537K - COMPUTER APPLICATIONS: CURRICU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537K

**Credit Hours**
**Min:**
1

## EDU537L - EMPOWERING TEACHERS FOR EDUCAT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537L

**Credit Hours**
**Min:**
1

## EDU537M - THE SPECIAL NEEDS CHILD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537M

**Credit Hours**
**Min:**
3

## EDU537N - PRINCIPLES OF LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537N

**Credit Hours**
**Min:**
1

## EDU537O - CONNECTING THE CURR:USING INTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537O

**Credit Hours**
**Min:**
3

## EDU537Q - Summer Counseling Institute

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537Q

**Credit Hours**
**Min:**
2

## EDU537R - GUIDED READING IN EARLY CHILDH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537R

**Credit Hours**
**Min:**
1

## EDU537S - ASSESSING STUDENT LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537S

**Credit Hours**
**Min:**
1

## EDU537T - ADMINISTRATION OF THE ELEMENTA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537T

**Credit Hours**
**Min:**
1

## EDU537U - USING HYPERSTUDIO IN YOUR CLAS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537U

**Credit Hours**
**Min:**
1

## EDU537V - HPERSTUDIO, STUDENT PROJECTS A

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537V

**Credit Hours**
**Min:**
1

## EDU537W - WRITING PROGRAMS & STANDARDS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537W

**Credit Hours**
**Min:**
1

## EDU537X - FACILITATIVE LEADERSHIP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537X

**Credit Hours**
**Min:**
1

## EDU537Y - DISCRETE MATH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537Y

**Credit Hours**
**Min:**
1

## EDU537Z - IMPLEMENTING LEARNING STYLES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
537Z

**Credit Hours**
**Min:**
1

## EDU538 - THE CATECHUMENAL JOURNEY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
538

**Credit Hours**
**Min:**
1

## EDU538A - METHODS AND MATERIALS FOR TEAC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
538A

**Credit Hours**
**Min:**
3

## EDU538B - DIFFERENTIATED CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
538B

**Credit Hours**
**Min:**
3

## EDU538C - ABILITIES OF THE GIFTED/ADVANC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
538C

**Credit Hours**
**Min:**
3

## EDU538D - STRAT INTERVENT MODEL: FIRST L

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
538D

**Credit Hours**
**Min:**
1

## EDU538E - UNIQUE UNITS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
538E

**Credit Hours**
**Min:**
1

**Credit Hours**
**Min:**
3

## EDU538F - FRAMING QUESTIONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
538F

**Credit Hours**
**Min:**
1

## EDU538G - APPROPRIATE PRACTICES IN PRESC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
538G

**Credit Hours**
**Min:**
3

## EDU538H - METHODS FOR TEACHING ELEMENTAR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
538H

**Credit Hours**
**Min:**
1

## EDU538I - NO CHILD SUCCEEDS ALONE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
538I

**Credit Hours**
**Min:**
1

## EDU538J - FACING HISTORY AND OURSELVES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
538J

## EDU538P - EDUCATION INNOVATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
538P

**Credit Hours**
**Min:**
1

## EDU538R - BRUSSELS DISTRICT STUDY GROUP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
538R

**Credit Hours**
**Min:**
1

## EDU538S - HIGH SCOPE TRAIN I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
538S

**Credit Hours**
**Min:**
3

## EDU538T - CONSTRUCTING CURRICULUM IN EAR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
538T

**Credit Hours**
**Min:**
2

## EDU538U - PRIMARY CONNECTIONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
538U

**Credit Hours**
**Min:**
3

## EDU538V - READ: A BALANCED LITERACY PROG

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
538V

**Credit Hours**
**Min:**
3

## EDU538X - K-2 LITERACY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
538X

**Credit Hours**
**Min:**
3

## EDU538Z - DESIGNING AND SHARING CLASSROO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
538Z

**Credit Hours**
**Min:**
1

## EDU539 - CHRISTIAN CONVERSION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539

**Credit Hours**
**Min:**
1

## EDU539A - SLINGERLAND SUMMER INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539A

**Credit Hours**
**Min:**
6

## EDU539B - SLINGERLAND SUMMER INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539B

**Credit Hours**
**Min:**
6

## EDU539C - SLINGERLAND SCREENING PROCEDUR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539C

**Credit Hours**
**Min:**
1

## EDU539D - ADVANCED SLINGERLANDINSERVICE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539D

**Credit Hours**
**Min:**
1

## EDU539E - SLINGERLAND REGIONAL CONFERENC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539E

**Credit Hours**
**Min:**
1

## EDU539H - ESSENTIAL ELEMENTS OF INSTRUCT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539H

**Credit Hours**
**Min:**
1

## EDU539I - WRITING ASSESSMENT IN THE CONT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539I

**Credit Hours**
**Min:**
1

## EDU539K - ENSURING THAT EVERYONE COUNTS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539K

**Credit Hours**
**Min:**
1

## EDU539L - INTEGRATED CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539L

**Credit Hours**
**Min:**
1

## EDU539N - INTRODUCTION TO WINDOWS BASED

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539N

**Credit Hours**
**Min:**
2

## EDU539O - LINKING MATH AND TECHNOLOGY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539O

**Credit Hours**
**Min:**
1

## EDU539P - MATH STANDARDS AND EXPECTATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539P

**Credit Hours**
**Min:**
1

## EDU539Q - TEACHING ESL STRATEGIES TO YOU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539Q

**Credit Hours**
**Min:**
1

## EDU539R - INTERNSHIP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539R

**Credit Hours**
**Min:**
3

## EDU539S - USING TECHNOLOGY AS A TOOL FOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539S

**Credit Hours**
**Min:**
2

## EDU539U - REDESIGNING CURRICULUM FOR H/S

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539U

**Credit Hours**
**Min:**
3

## EDU539W - NEWSLETTERS & SLIDESHOWS MADE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539W

**Credit Hours**
**Min:**
1

## EDU539X - BEGINNING HYPER STUDIO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539X

**Credit Hours**
**Min:**
1

## EDU539Y - PHONICS AND WRITTEN EXPRESSION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539Y

**Credit Hours**
**Min:**
1

## EDU539Z - WRITING ASSESSMENT PART lll

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
539Z

**Credit Hours**
**Min:**
3

## EDU540 - COUNSELING SKILLS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
540

**Credit Hours**
**Min:**
1

## EDU540A - THINKING SKILLS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
540A

**Credit Hours**
**Min:**
3

## EDU540B - ENHANCING STUDENTS THINKING SK

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
540B

**Credit Hours**
**Min:**
3

## EDU540C - PROJECT IMPACT: CRITICAL THINK

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
540C

**Credit Hours**
**Min:**
2

## EDU540D - TEACH. CREATIVE PROB SOLVING &

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
540D

**Credit Hours**
**Min:**
1

## EDU540G - PUTTING IT TOGETHER:USING LITE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
540G

**Credit Hours**
**Min:**
1

## EDU540O - IDEAS FOR INTEGRATING LITERACY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
540O

**Credit Hours**
**Min:**
3

## EDU540Q - CAL LIT PROJECT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
540Q

**Credit Hours**
**Min:**
1

## EDU540R - ENGLISH LANGUAGE LEARNERS-DEVE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
540R

**Credit Hours**
**Min:**
3

## EDU540S - WORKABLE WORKSHOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
540S

**Credit Hours**
**Min:**
1

## EDU540T - PULLING IT ALL TOGETHER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
540T

**Credit Hours**
**Min:**
1

## EDU540U - BBF: STRATEGIES FOR USING CHIL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
540U

**Credit Hours**
**Min:**
1

## EDU540V - READING RECOVERY I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
540V

**Credit Hours**
**Min:**
3

## EDU540W - READING IN CONTENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
540W

**Credit Hours**
**Min:**
1

## EDU540X - READING RECOVERY FOR EARLY CHI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
540X

**Credit Hours**
**Min:**
3

## EDU540Y - READING RECOVERY I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
540Y

**Credit Hours**
**Min:**
3

## EDU540Z - NATIONAL STANDARDS FOR ENGLISH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
540Z

**Credit Hours**
**Min:**
1

## EDU541 - TECH:FOR DEVELOP. COMMNIN SYSE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541

**Credit Hours**
**Min:**
1

## EDU541A - ESTABLISHING STUDY PRINCIPLES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541A

**Credit Hours**
**Min:**
3

## EDU541C - NEWSPAPERS: GEOGRAPHY/MATH/SCI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541C

**Credit Hours**
**Min:**
2

## EDU541D - CRITICAL THINKING & WRITING AC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541D

**Credit Hours**
**Min:**
1

## EDU541I - READING/WRITING CLASSROOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541I

**Credit Hours**
**Min:**
2

## EDU541J - WEAVING WASATCH THROUGH THE CU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541J

**Credit Hours**
**Min:**
1

## EDU541K - LITERATURE CONNECTION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541K

**Credit Hours**
**Min:**
3

## EDU541L - WHAT'S NEW CHILDREN'S LITERATU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541L

**Credit Hours**
**Min:**
1

## EDU541M - EXPLORING THE ARTS & HUMANITIE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541M

**Credit Hours**
**Min:**
3

## EDU541N - TEACHING READING USING LITERAT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541N

**Credit Hours**
**Min:**
3

## EDU541O - WRITERS WORKSHOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541O

**Credit Hours**
**Min:**
1

## EDU541P - CREATING REAL WRITER'S WORKSHO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541P

**Credit Hours**
**Min:**
1

## EDU541Q - CREATING REAL WRITERS II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541Q

**Credit Hours**
**Min:**
1

## EDU541R - TEACHING WRITTEN EXPRESS IN EL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541R

**Credit Hours**
**Min:**
3

## EDU541S - EXPLORING CHILDREN'S LITERATUR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541S

**Credit Hours**
**Min:**
3

## EDU541T - PILON'S WORKSHOP WAY READING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541T

**Credit Hours**
**Min:**
2

## EDU541U - INTRODUCTION TO WRITING WORKSH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541U

**Credit Hours**
**Min:**
1

## EDU541V - INTRO WRITING WORKSHOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541V

**Credit Hours**
**Min:**
1

## EDU541W - EXPLORING ARTS/HUMANITIES THRO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541W

**Credit Hours**
**Min:**
3

## EDU541X - WRITING ASSESSMENT AND HOLISTI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541X

**Credit Hours**
**Min:**
1

## EDU541Y - RIGHT TO WRITE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541Y

**Credit Hours**
**Min:**
2

## EDU541Z - TEACHING READING THROUGH COOOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
541Z

**Credit Hours**
**Min:**
1

## EDU542 - PROFESSIONAL ETHICS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
542

**Credit Hours**
**Min:**
1

## EDU542A - NEWSPAPERS FOR TEACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
542A

**Credit Hours**
**Min:**
1

## EDU542C - USING NEWSPAPERS FOR TEACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
542C

**Credit Hours**
**Min:**
1

## EDU542D - CREATING THE PRIMARY WHOLE LAN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
542D

**Credit Hours**
**Min:**
1

## EDU542J - LANGUAGE ARTS FOLLOWUP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
542J

**Credit Hours**
**Min:**
3

## EDU542K - CREATING CLASSROOMS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
542K

**Credit Hours**
**Min:**
2

## EDU542N - LANGUAGE ARTS FOLLOWUP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
542N

**Credit Hours**
**Min:**
3

## EDU542O - METHODS OF TEACHING LANGUGE AR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
542O

**Credit Hours**
**Min:**
1

## EDU542P - WHOLE LANGUAGE - THE FINAL PHA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
542P

**Credit Hours**
**Min:**
2

## EDU542Q - INSTRUCTIONAL STRAT FOR WHOLE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
542Q

**Credit Hours**
**Min:**
1

## EDU542S - WHOLE LANGUAGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
542S

**Credit Hours**
**Min:**
1

## EDU542T - WHOLE LANGUAGE EXPERIENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
542T

**Credit Hours**
**Min:**
3

## EDU542V - LANGUAGE ARTS WORKSHOP WAY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
542V

**Credit Hours**
**Min:**
2

## EDU542W - CREATING EXCITEMENT ABOUT LEAR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
542W

**Credit Hours**
**Min:**
6

## EDU542X - DESIGN & DELIVER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
542X

**Credit Hours**
**Min:**
3

## EDU542Z - DESIGN & DELIVER FOLLOW-UP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
542Z

**Credit Hours**
**Min:**
1

## EDU543 - NEWSPAPERS/HIGH SCHOOL EONOMIC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543

**Credit Hours**
**Min:**
1

## EDU543A - SLINGERLAND INTRODUCTORY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543A

**Credit Hours**
**Min:**
6

## EDU543B - SLINGERLAND SECOND YEAR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543B

**Credit Hours**
**Min:**
6

## EDU543E - THE LANGUAGE FUNCTIONAL CLASSR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543E

**Credit Hours**
**Min:**
1

## EDU543F - ACTUALIZING THE DREAM: SHELTER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543F

**Credit Hours**
**Min:**
2

## EDU543G - ENGLISH LANGUAGE DEVELOPMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543G

**Credit Hours**
**Min:**
2

## EDU543H - F.A.E.A.C.

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543H

**Credit Hours**
**Min:**
1

## EDU543J - DESIGNING INTEGRATED LITERATUR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543J

**Credit Hours**
**Min:**
3

## EDU543K - DEVELOPMENT OF INTEGRATED THEM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543K

**Credit Hours**
**Min:**
1

## EDU543L - TEACHING WRITEN EXPRESSION IN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543L

**Credit Hours**
**Min:**
1

## EDU543M - LANGUAGE ARTS SEMINAR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543M

**Credit Hours**
**Min:**
1

## EDU543N - SG: WHOLE LANGUAGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543N

**Credit Hours**
**Min:**
1

## EDU543O - LITERACY TEAM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543O

**Credit Hours**
**Min:**
1

## EDU543Q - IT'S ELEM - 1ST GR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543Q

**Credit Hours**
**Min:**
1

## EDU543R - NO HOLES IN LANGUAGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543R

**Credit Hours**
**Min:**
3

## EDU543S - BBF: METHODS OF WRITING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543S

### Credit Hours

**Min:**
1

## EDU543T - READING STRATEGIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543T

### Credit Hours

**Min:**
1

## EDU543V - WHOLE LANGUAGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543V

### Credit Hours

**Min:**
1

## EDU543W - WRITING WORKSHOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543W

### Credit Hours

**Min:**
1

## EDU543X - EARLY CHILDHOOD WHOLE LANGUAGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543X

### Credit Hours

**Min:**
1

## EDU543Y - EXPLOR ED LITERATURE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543Y

### Credit Hours

**Min:**
1

## EDU543Z - TEACHING READING THROUGH COOPE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
543Z

### Credit Hours

**Min:**
1

## EDU544 - COLLABORATIVE MINISTRY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
544

### Credit Hours

**Min:**
1

## EDU544B - Bring It All Together

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
544B

### Credit Hours

**Min:**
1

## EDU544C - STRATEGIES FOR TEACHING THE US

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
544C

### Credit Hours

**Min:**
1

## EDU544D - NEWSPAPERS 1

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
544D

**Credit Hours**
**Min:**
1

## EDU544E - BRING IT ALL TOGETHER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
544E

**Credit Hours**
**Min:**
1

## EDU544G - WEAVING WASATCH INTO YOUR WHOL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
544G

**Credit Hours**
**Min:**
1

## EDU544H - WHOLE LANGUAGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
544H

**Credit Hours**
**Min:**
3

## EDU544I - PLAN NEXT YEARS WHOLE LANGUAGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
544I

**Credit Hours**
**Min:**
3

## EDU544J - ADOLESCENT LITERATURE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
544J

**Credit Hours**
**Min:**
2

## EDU544K - EARLY LITERACY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
544K

**Credit Hours**
**Min:**
2

## EDU545 - WORKSHOP ON AUTISM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
545

**Credit Hours**
**Min:**
0

## EDU545A - A COURSE IN KIDWATCHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
545A

**Credit Hours**
**Min:**
1

## EDU545B - R.E.A.D.S. WORKSHOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
545B

**Credit Hours**
**Min:**
1

## EDU545C - INTEGRATING READING & WRITING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
545C

**Credit Hours**
**Min:**
1

## EDU545D - GET CRACKIN WITH MCCRACKEN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
545D

**Credit Hours**
**Min:**
1

## EDU545E - SEVEN WAYS TO SECONDLANGUAGE A

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
545E

**Credit Hours**
**Min:**
1

## EDU545F - READING COMPREHENSION STRATEGI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
545F

**Credit Hours**
**Min:**
2

## EDU545G - SO MANY BOOKS . . .

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
545G

**Credit Hours**
**Min:**
3

## EDU545H - RELATE LANG & CULT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
545H

**Credit Hours**
**Min:**
3

## EDU545I - LEARNING ACROSS CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
545I

**Credit Hours**
**Min:**
1

## EDU545J - FILL THE HOLES IN WHOLE LANG

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
545J

**Credit Hours**
**Min:**
2

## EDU545M - CLASSY ASSESSMENT VIA C.L.A.S.

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
545M

**Credit Hours**
**Min:**
3

## EDU545N - DISCOVERING IRELAND

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
545N

**Credit Hours**
**Min:**
2

## EDU545P - SPINNING TALES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
545P

**Credit Hours**
**Min:**
3

## EDU546 - CONVENTION OF NSAC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
546

**Credit Hours**
**Min:**
1

## EDU546A - CREATIVE DANCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
546A

**Credit Hours**
**Min:**
3

## EDU546B - CAP ON THE NOVEL II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
546B

**Credit Hours**
**Min:**
3

## EDU546C - INTEGRATED READING - WRITING C

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
546C

**Credit Hours**
**Min:**
1

## EDU546D - STORYTELLING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
546D

**Credit Hours**
**Min:**
3

## EDU546E - STORYTELLING TOOLS &TECHNIQUES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
546E

**Credit Hours**
**Min:**
1

## EDU546F - THE PLAYFUL WORD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
546F

**Credit Hours**
**Min:**
3

## EDU546G - MAGIC, MYTH, AND MYSTERY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
546G

**Credit Hours**
**Min:**
3

## EDU546H - FROM THE SPOKEN WORD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
546H

**Credit Hours**
**Min:**
3

## EDU546I - CULTURAL STORYTELLNG

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
546I

**Credit Hours**
**Min:**
3

## EDU546K - STORIES:HEART CURRIC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
546K

**Credit Hours**
**Min:**
3

## EDU546M - EXPLORING CULTURAL DIVERSITY T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
546M

**Credit Hours**
**Min:**
3

## EDU546N - STORYTELLING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
546N

**Credit Hours**
**Min:**
1

## EDU546S - AVID SUMMER WORKSHOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
546S

**Credit Hours**
**Min:**
1

## EDU547 - TEACHING THROUGH LEARNING CHAN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547

**Credit Hours**
**Min:**
3

## EDU547A - BACK TO BASICS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547A

**Credit Hours**
**Min:**
3

## EDU547C - READING, WRITING, LITERATURE &

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547C

**Credit Hours**
**Min:**
2

## EDU547D - SPANISH LEVEL I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547D

**Credit Hours**
**Min:**
3

## EDU547E - SPANISH LEVEL II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547E

**Credit Hours**
**Min:**
3

## EDU547F - SPANISH LEVEL III

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547F

**Credit Hours**
**Min:**
3

## EDU547G - LANGUAGE DEVELOPMENT SPECIALIS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547G

**Credit Hours**
**Min:**
2

## EDU547H - AP ENGLISH INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547H

**Credit Hours**
**Min:**
3

## EDU547I - SPANISH BEGINNING LEVEL I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547I

**Credit Hours**
**Min:**
3

## EDU547J - INTERMEDIATE SPANISH 2

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547J

**Credit Hours**
**Min:**
3

## EDU547K - SPANISH ADVANCED

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547K

**Credit Hours**
**Min:**
3

## EDU547L - INTERMEDIATE SPANISH 4

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547L

**Credit Hours**
**Min:**
3

## EDU547M - FOREIGN LANGUAGE INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547M

**Credit Hours**
**Min:**
2

## EDU547N - LANGUAGE METHODOLOGY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547N

**Credit Hours**
**Min:**
2

## EDU547O - LEAPING LEXICONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547O

**Credit Hours**
**Min:**
3

## EDU547P - EARLY LITERACY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547P

**Credit Hours**
**Min:**
2

## EDU547Q - DONALD DAVIS WORKSHP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547Q

**Credit Hours**
**Min:**
1

## EDU547R - HEROES & HEROINES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547R

**Credit Hours**
**Min:**
3

## EDU547S - STORY JOURNEY: STORIES & TELLE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547S

**Credit Hours**
**Min:**
3

## EDU547T - INTRO TO CLAD FOR THE CLASSROO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547T

**Credit Hours**
**Min:**
3

## EDU547U - MAKE IT, TAKE IT THROUGH THE S

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547U

**Credit Hours**
**Min:**
3

## EDU547V - CHALLENGING YOUR LEARNERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547V

**Credit Hours**
**Min:**
3

## EDU547W - ADVANCED SPANISH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
547W

**Credit Hours**
**Min:**
3

## EDU548 - PASTORAL VISITORS TRAINING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
548

**Credit Hours**
**Min:**
1

## EDU548A - SPANISH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
548A

**Credit Hours**
**Min:**
3

## EDU548B - WHOLE LANGUAGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
548B

**Credit Hours**
**Min:**
3

## EDU548C - SPANISH 3

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
548C

**Credit Hours**
**Min:**
3

## EDU548D - WHOLE LANGUAGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
548D

**Credit Hours**
**Min:**
1

## EDU548E - WHOLE LANGUAGE STRATEGIES FOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
548E

**Credit Hours**
**Min:**
1

## EDU548F - WHOLE LANG 3-8 SEC 2

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
548F

**Credit Hours**
**Min:**
1

## EDU548G - ASSESSMENT: FROM AUTHENTIC TO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
548G

**Credit Hours**
**Min:**
1

## EDU548H - TCHNG MULTI-LINGUAL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
548H

**Credit Hours**
**Min:**
1

## EDU548K - SPANISH BEG LEVEL I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
548K

**Credit Hours**
**Min:**
3

## EDU548L - SPANISH INT LEVEL II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
548L

**Credit Hours**
**Min:**
3

## EDU548M - SPANISH ADV II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
548M

**Credit Hours**
**Min:**
3

## EDU548N - CREATING SUCCESSFUL WRITERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
548N

**Credit Hours**
**Min:**
2

## EDU548O - SPANISH LEVEL 1

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
548O

**Credit Hours**
**Min:**
3

## EDU548P - IS/VALUING THE INDIVIDUAL IN A

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
548P

**Credit Hours**
**Min:**
1

## EDU548W - APPROACHES TO WRITING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
548W

**Credit Hours**
**Min:**
1

## EDU548X - INSTITUTIONALIZING DODDS MATH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
548X

**Credit Hours**
**Min:**
2

## EDU548Y - BACK TO BASICS-ESSENTIALS FOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
548Y

**Credit Hours**
**Min:**
1

## EDU549 - PASTORAL MINISTRY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
549

**Credit Hours**
**Min:**
1

## EDU549B - WRTG ACROSS THE CURR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
549B

**Credit Hours**
**Min:**
3

## EDU549C - TEACHING FOR FREEDOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
549C

**Credit Hours**
**Min:**
2

## EDU549D - NEWSPAPERS IN EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
549D

**Credit Hours**
**Min:**
2

## EDU549E - Health Activities

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
549E

**Credit Hours**
**Min:**
2

## EDU549I - INTEGRATED LANG ARTS/ READING,W

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
549I

**Credit Hours**
**Min:**
1

## EDU549K - NEWSPAPER IN EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
549K

**Credit Hours**
**Min:**
2

## EDU549L - CIRC FOR 1ST GRADE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
549L

**Credit Hours**
**Min:**
1

## EDU549M - ADVANCED CIRC TECHNIQUES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
549M

**Credit Hours**
**Min:**
1

## EDU549P - PROCESS LITERACY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
549P

**Credit Hours**
**Min:**
3

## EDU549Q - PROCESS LITERACY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
549Q

**Credit Hours**
**Min:**
3

## EDU549S - WRITING TO LEARN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
549S

**Credit Hours**
**Min:**
1

## EDU549U - TEACHING SECONDARY READING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
549U

**Credit Hours**
**Min:**
3

## EDU549V - METHODS OF TEACHING READING IN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
549V

**Credit Hours**
**Min:**
3

## EDU549W - TEACHING AMERICAN LITERATURE I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
549W

**Credit Hours**
**Min:**
3

## EDU549X - USING THE NEWPAPER TO ENHANCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
549X

**Credit Hours**
**Min:**
2

## EDU549Y - TEACHING READING & LANG ARTS I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
549Y

**Credit Hours**
**Min:**
3

## EDU550 - INTRO TO PRIVATE SCHOOL ADMINI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550

**Credit Hours**
**Min:**
3

## EDU550A - SUCCESS WITH ART

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550A

**Credit Hours**
**Min:**
3

## EDU550B - SUCCESS WITH ART

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550B

**Credit Hours**
**Min:**
3

## EDU550C - DISCOVERING IRELAND

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550C

**Credit Hours**
**Min:**
2

## EDU550D - STORYTELLING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550D

**Credit Hours**
**Min:**
3

## EDU550F - THE FAMILY, SCHOOL & THE TEACH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550F

**Credit Hours**
**Min:**
2

## EDU550G - RESTRUCTURING CURRICULUM & ASS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550G

**Credit Hours**
**Min:**
1

## EDU550I - METHODS OF ACTIVE PARTICIPATIO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550I

**Credit Hours**
**Min:**
1

## EDU550J - SCHOOL IMPROVEMENT ASSESSMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550J

**Credit Hours**
**Min:**
1

## EDU550K - CURRICULUM CONSTRUCTION K-6

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550K

**Credit Hours**
**Min:**
1

## EDU550L - GOLD RUSH DAY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550L

**Credit Hours**
**Min:**
1

## EDU550M - LITERATURE & NATURE: PERFECT H

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550M

**Credit Hours**
**Min:**
3

## EDU550N - CREATIVE CURRICULUM IN EARLY C

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550N

**Credit Hours**
**Min:**
1

## EDU550P - ASSESSMENT IN ELEMENTARY EDUCA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550P

**Credit Hours**
**Min:**
3

## EDU550Q - DEVELOPMENTALLY APPROPRIATE PR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550Q

**Credit Hours**
**Min:**
1

## EDU550R - COMMUNITY AWARENESS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550R

**Credit Hours**
**Min:**
1

## EDU550T - WRITING TO WRITE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550T

**Credit Hours**
**Min:**
1

## EDU550U - MEETING THE CORE OBJECTIVES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550U

**Credit Hours**
**Min:**
1

## EDU550W - READING RECOVERY I EARLY CHILD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550W

**Credit Hours**
**Min:**
3

## EDU550X - READING RECOVERY II EARLY CHIL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550X

**Credit Hours**
**Min:**
3

## EDU550Y - UNDERSTANDING THE LANGUAGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550Y

**Credit Hours**
**Min:**
1

## EDU550Z - STUDENT ASSISTANCE PROGRAM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
550Z

**Credit Hours**
**Min:**
1

## EDU551 - TAPPING THE CHILD'S INTELLECT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551

**Credit Hours**
**Min:**
1

## EDU551A - GRAPHIC ART & COLLAGE MAKING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551A

**Credit Hours**
**Min:**
3

## EDU551B - VERTICAL INTEGRATION IN MULTI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551B

**Credit Hours**
**Min:**
1

## EDU551C - USING PAPER AS A LEARNING TOOL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551C

**Credit Hours**
**Min:**
2

## EDU551D - TEACHING THE FORGOTTEN 3 R'S

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551D

**Credit Hours**
**Min:**
3

## EDU551E - INSTRUCTIONAL STRATEGIES IN ES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551E

**Credit Hours**
**Min:**
1

## EDU551F - LANGUAGE ARTS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551F

**Credit Hours**
**Min:**
3

## EDU551G - LANGUAGE ARTS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551G

**Credit Hours**
**Min:**
3

## EDU551H - CONNECTING FOR SUCCESS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551H

**Credit Hours**
**Min:**
1

## EDU551I - EDUCATIONAL PHILOSOPHY & PRACT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551I

**Credit Hours**
**Min:**
1

## EDU551K - INNOVATIONS ACROSS THE CURRICU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551K

**Credit Hours**
**Min:**
3

## EDU551L - METHODS & APPLICATIONS CURRENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551L

**Credit Hours**
**Min:**
1

## EDU551M - E.E.I. FOR STAFF DEVELOPERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551M

**Credit Hours**
**Min:**
1

## EDU551N - ASSESSMENT ISSUES IN SPECIAL E

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551N

**Credit Hours**
**Min:**
1

## EDU551P - GENERAL EDUCATION STRATEGIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551P

**Credit Hours**
**Min:**
1

## EDU551Q - POSITIVE CLASSROOM INSTRUCTION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551Q

**Credit Hours**
**Min:**
1

## EDU551R - PATHWAYS TO LITERACY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551R

**Credit Hours**
**Min:**
1

## EDU551S - CLASSROOM ORGANIZE & MANAGEME

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551S

**Credit Hours**
**Min:**
1

## EDU551T - FAMILY LIFE & HUMAN DEVELOPMEN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551T

**Credit Hours**
**Min:**
3

## EDU551U - TEACHING STUDENTS WITH SPECIAL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551U

**Credit Hours**
**Min:**
3

## EDU551V - DRUG AWARENESS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551V

**Credit Hours**
**Min:**
3

## EDU551W - PUT ON A SHOW

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551W

**Credit Hours**
**Min:**
1

## EDU551X - STRUCTURING WHOLE LANG K-2

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551X

**Credit Hours**
**Min:**
3

## EDU551Y - TEACHING ENGLISH AS A SECOND L

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551Y

**Credit Hours**
**Min:**
1

## EDU551Z - TEACHING & TESTING FOR PROFICI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
551Z

**Credit Hours**
**Min:**
2

## EDU552 - THE HYMNAL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552

**Credit Hours**
**Min:**
1

## EDU552A - CERAMICS WORKSHOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552A

**Credit Hours**
**Min:**
3

## EDU552B - PROFESSIONAL TOPICS IN MINISTR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552B

**Credit Hours**
**Min:**
2

## EDU552C - COACHING SKILLS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552C

**Credit Hours**
**Min:**
1

## EDU552D - METHODOLOGY FOR ORALTECH STRAT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552D

**Credit Hours**
**Min:**
1

## EDU552E - THEORIES & METHODS OF READING/

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552E

**Credit Hours**
**Min:**
2

## EDU552F - UNDERCURRENTS ROCKING EDUCATIO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552F

**Credit Hours**
**Min:**
3

## EDU552G - INNOVATIONS IN READING & WRITI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552G

**Credit Hours**
**Min:**
3

## EDU552H - STORYTELLING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552H

**Credit Hours**
**Min:**
3

## EDU552I - METHODS OF ACTIVE LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552I

**Credit Hours**
**Min:**
1

## EDU552K - GROSSMONT SUMMER INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552K

**Credit Hours**
**Min:**
2

## EDU552N - EFFECTIVE PEDAGOGY FOR LEARNER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552N

**Credit Hours**
**Min:**
2

## EDU552O - APPROACHES TO TEACHING ENGLISH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552O

**Credit Hours**
**Min:**
3

## EDU552P - READING & WRITING ACROSS THE K

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552P

**Credit Hours**
**Min:**
2

## EDU552R - STATE BASIC COURSE IN READING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552R

**Credit Hours**
**Min:**
3

## EDU552S - DRUG AWARENESS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552S

**Credit Hours**
**Min:**
3

## EDU552T - TEACHING STUDENTS WITH SPECIAL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552T

**Credit Hours**
**Min:**
3

## EDU552V - METHODS OF TEACHING READING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552V

**Credit Hours**
**Min:**
3

## EDU552X - BEGINNING SPANISH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552X

**Credit Hours**
**Min:**
3

## EDU552Z - SPANISH LEVEL III

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
552Z

**Credit Hours**
**Min:**
3

## EDU553 - SKETCHING & PAINTING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553

**Credit Hours**
**Min:**
3

## EDU553A - SKETCHING & PAINTING FOR THE C

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553A

**Credit Hours**
**Min:**
3

## EDU553B - SKETCHING AND PAINTING FOR THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553B

**Credit Hours**
**Min:**
3

## EDU553C - LITERACY INSTRUCTION EARLY CHI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553C

**Credit Hours**
**Min:**
3

## EDU553E - AVID & SCHOOLWIDE CHANGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553E

**Credit Hours**
**Min:**
1

## EDU553H - FAMILY LIFE AND HUMAN DEVELOPM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553H

**Credit Hours**
**Min:**
3

## EDU553I - STUDY GROUP FOCUS TEAM INSTITU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553I

**Credit Hours**
**Min:**
1

## EDU553K - DEVELOPMENTALLY APPROPRIATE AS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553K

**Credit Hours**
**Min:**
1

**Credit Hours**
**Min:**
1

## EDU553L - ASSESSMENT STRATEGY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553L

**Credit Hours**
**Min:**
1

## EDU553Q - PUTTING IT ALL TOGETHER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553Q

**Credit Hours**
**Min:**
1

## EDU553M - ARTS & HUMANITIES RETREAT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553M

**Credit Hours**
**Min:**
1

## EDU553R - PATHWAYS TO LITERACY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553R

**Credit Hours**
**Min:**
2

## EDU553N - PROJECT AIMS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553N

**Credit Hours**
**Min:**
1

## EDU553T - TEACHING VOC & COMP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553T

**Credit Hours**
**Min:**
1

## EDU553O - SKILLS FOR ADOLESCENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553O

**Credit Hours**
**Min:**
2

## EDU553U - ADMINISTERING SCHOOLFOR 21ST C

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553U

**Credit Hours**
**Min:**
1

## EDU553P - WORKING WITH SPECIAL POPULATIO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553P

## EDU553V - NSDC CONFERENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553V

**Credit Hours**
**Min:**
1

## EDU553W - NSDC CONFERENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553W

**Credit Hours**
**Min:**
2

## EDU553X - NAVIGATING THE WINDSOF CHANGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553X

**Credit Hours**
**Min:**
3

## EDU553Y - INTERDISCIPLINARY INSTRUCT M

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
553Y

**Credit Hours**
**Min:**
1

## EDU554 - MOTOVATIONAL ART FOR THE CLASS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
554

**Credit Hours**
**Min:**
3

## EDU554A - MOTIVATIONAL ART FOR THE CLASS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
554A

**Credit Hours**
**Min:**
3

## EDU554B - MOTIVATIONAL ART FOR THE CLASS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
554B

**Credit Hours**
**Min:**
3

## EDU554C - MOTIVATIONAL ART FOR THE CLASS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
554C

**Credit Hours**
**Min:**
1

## EDU554K - PLANNING FOR IMPLEMENTING OUTC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
554K

**Credit Hours**
**Min:**
2

## EDU554L - KIDS AT RISK

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
554L

**Credit Hours**
**Min:**
3

## EDU554M - JUST SAY NOT TO BURNOUT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
554M

**Credit Hours**
**Min:**
3

## EDU554N - ADVANCED PEER COACH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
554N

**Credit Hours**
**Min:**
1

## EDU554O - TEACHING WRITTEN EXPRESSION IN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
554O

**Credit Hours**
**Min:**
2

## EDU554R - POSITIVE CLASSROOM DISCIPLINE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
554R

**Credit Hours**
**Min:**
1

## EDU554S - POSITIVE CLASSROOM DISCIPLINE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
554S

**Credit Hours**
**Min:**
1

## EDU554T - POSITIVE CLASSROOM DISCIPLINE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
554T

**Credit Hours**
**Min:**
2

## EDU554U - BAY AREA WRITING:AP TO TEACHIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
554U

**Credit Hours**
**Min:**
1

## EDU554V - TEACHING WRITTEN EXPRESSION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
554V

**Credit Hours**
**Min:**
2

## EDU554W - INTRODUCTION TO STORYTELLING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
554W

**Credit Hours**
**Min:**
1

## EDU554X - HOW TO DEAL WITH ISSUES IN YOU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
554X

**Credit Hours**
**Min:**
3

## EDU554Y - INSTRUCTIONAL ANALYSIS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
554Y

**Credit Hours**
**Min:**
1

## EDU554Z - WRITING TO FASTER LITERACY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
554Z

**Credit Hours**
**Min:**
1

## EDU555 - CALLIGRAPHY,BULLETIN,BOARDS AN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555

**Credit Hours**
**Min:**
3

## EDU555A - CALLIGRAPHY AND CLASSROOM ART

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555A

**Credit Hours**
**Min:**
3

## EDU555B - CALLIGRAPHY, BULLETIN BOARDS A

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555B

**Credit Hours**
**Min:**
3

## EDU555C - CREATIVE DANCE WORKSHOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555C

**Credit Hours**
**Min:**
1

## EDU555D - MINDS ON, HANDS ON

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555D

**Credit Hours**
**Min:**
1

## EDU555E - LEARNING THROUGH WRITING ACROS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555E

**Credit Hours**
**Min:**
1

## EDU555F - METHODS OF COLLABORATIVE TEACH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555F

**Credit Hours**
**Min:**
1

## EDU555G - COOPERATIVE LEARNINGIN CONTENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555G

**Credit Hours**
**Min:**
1

## EDU555H - HIGH SCOPE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555H

**Credit Hours**
**Min:**
1

## EDU555I - HIGHER LEVEL MATH FOR ELEMENTA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555I

**Credit Hours**
**Min:**
1

## EDU555J - MANAGING BEHAVIOR & INCREASING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555J

**Credit Hours**
**Min:**
1

## EDU555K - LANGUAGE LEARNING DISABLILITIE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555K

**Credit Hours**
**Min:**
1

## EDU555L - MENTORING AKA JOB COACH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555L

**Credit Hours**
**Min:**
3

## EDU555M - APPLIED COMMUNICATIONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555M

**Credit Hours**
**Min:**
3

## EDU555N - PERFORMANCE STANDARD BUSINESS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555N

**Credit Hours**
**Min:**
3

## EDU555O - NUTS & BOLTS OF ALPS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555O

**Credit Hours**
**Min:**
3

## EDU555P - STRATEGIC READING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555P

**Credit Hours**
**Min:**
1

## EDU555Q - GOOD FIRST TEACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555Q

**Credit Hours**
**Min:**
2

## EDU555R - INTEGRATING ASSESSMENT IN EARL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555R

**Credit Hours**
**Min:**
2

## EDU555S - TEACHING STRATEGIES FOR EXCEPT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555S

**Credit Hours**
**Min:**
3

## EDU555T - ADMINISTRATION OF SCHOOL IMPRO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555T

**Credit Hours**
**Min:**
1

## EDU555U - BY THE YEAR 2000

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555U

**Credit Hours**
**Min:**
1

## EDU555V - TEACHING KIDS TO TUNE IN AND N

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555V

**Credit Hours**
**Min:**
2

## EDU555W - GET READY-GET SET GO PLANNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555W

**Credit Hours**
**Min:**
3

## EDU555Z - INTEGRATING THE CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
555Z

**Credit Hours**
**Min:**
3

## EDU556A - MATERIALS WORKSHOP:BUILDING YO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556A

**Credit Hours**
**Min:**
3

## EDU556B - BUILDING YOUR BAG OF TRICKS -

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556B

**Credit Hours**
**Min:**
3

## EDU556C - MAKING LITERATURE LIVE: BEYOND

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556C

**Credit Hours**
**Min:**
1

## EDU556D - PATHWAYS TO LITERACY AUTHORING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556D

**Credit Hours**
**Min:**
3

## EDU556E - BAY AREA WRITING PROJECT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556E

**Credit Hours**
**Min:**
1

## EDU556F - DISCOVERING IRELAND

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556F

**Credit Hours**
**Min:**
2

## EDU556G - STRATEGIES FOR TEACHERS OF LIM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556G

**Credit Hours**
**Min:**
2

## EDU556I - STORYTELLING: A STRATEGY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556I

**Credit Hours**
**Min:**
1

## EDU556J - CURRICULUM & INST STRAT FOR SE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556J

**Credit Hours**
**Min:**
3

## EDU556L - HOST NATION CROSS-CULTURAL CUR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556L

**Credit Hours**
**Min:**
2

## EDU556M - PROGRAM CONSIDERATIONS FOR SMA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556M

**Credit Hours**
**Min:**
2

## EDU556N - TOOLS FOR MANAGING CHANGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556N

**Credit Hours**
**Min:**
2

## EDU556O - METHODS OF APPLYING SIP IN EAR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556O

**Credit Hours**
**Min:**
1

## EDU556P - TEACHING STRATEGIES FOR MINORI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556P

**Credit Hours**
**Min:**
1

## EDU556Q - APPROACHES TO COMMUNINITY INVO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556Q

**Credit Hours**
**Min:**
1

## EDU556R - MENTOR TEACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556R

**Credit Hours**
**Min:**
1

## EDU556S - CONNECTING FOR SUCC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556S

**Credit Hours**
**Min:**
1

## EDU556T - LITERATURE IN EARLY CHILDHOOD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556T

**Credit Hours**
**Min:**
1

## EDU556V - EARLY CHILDHOOD K-3 INTEGRATED

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556V

**Credit Hours**
**Min:**
2

## EDU556W - TEACHING CIVIC CITIZENSHIP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556W

**Credit Hours**
**Min:**
1

## EDU556X - TEXTBOOK ADOPTION PROCESS - SE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556X

**Credit Hours**
**Min:**
2

## EDU556Y - INTEGRATING SCANS INTO THE CUR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
556Y

**Credit Hours**
**Min:**
2

## EDU557 - ORGANIST PRACTICUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557

**Credit Hours**
**Min:**
0

## EDU557A - THE ART OF LIFE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557A

**Credit Hours**
**Min:**
3

## EDU557B - THE ART OF LIFE/INTEGRATING AR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557B

**Credit Hours**
**Min:**
3

## EDU557C - NCA CASI SCHOOL IMPROVEMENT TR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557C

**Credit Hours**
**Min:**
1

## EDU557D - ART ACROSS CURICULM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557D

**Credit Hours**
**Min:**
3

## EDU557E - LEADERSHIP SKILLS TO ENHANCE S

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557E

**Credit Hours**
**Min:**
2

## EDU557F - ASPIRING LEADERS INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557F

**Credit Hours**
**Min:**
3

## EDU557G - NEW SCHOOL ADMINISTRATORS: NEW

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557G

**Credit Hours**
**Min:**
3

## EDU557J - VOCAL MUSIC TCHING METHODS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557J

**Credit Hours**
**Min:**
3

## EDU557N - COOPERATIVE LEARNING IN READIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557N

**Credit Hours**
**Min:**
3

## EDU557P - TEACHING CHINESE AS A SECOND L

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557P

**Credit Hours**
**Min:**
1

## EDU557Q - TEACHING FOR SUCCESS: STRATEGI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557Q

**Credit Hours**
**Min:**
3

## EDU557R - WRITING ASSESSMENT INSTRUCTION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557R

**Credit Hours**
**Min:**
1

## EDU557S - INTERDISCIPLINARY CURRICULUM W

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557S

**Credit Hours**
**Min:**
1

## EDU557T - PARTIAL IMMERSION PROGS:METHOD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557T

**Credit Hours**
**Min:**
2

## EDU557U - SKILLS FOR LITERACY K-2

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557U

**Credit Hours**
**Min:**
3

## EDU557V - SKILLS FOR LITERACY 3-8

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557V

**Credit Hours**
**Min:**
3

## EDU557W - YEARBOOK ADVISERS INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557W

**Credit Hours**
**Min:**
2

## EDU557X - STUDENT ASSISTANCE PROGRAM TRA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557X

**Credit Hours**
**Min:**
2

## EDU557Y - MENTOR TEACHING: FOLLOW UP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557Y

**Credit Hours**
**Min:**
1

## EDU557Z - CHARACTER EDUCATION: 4TH ANNUA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
557Z

**Credit Hours**
**Min:**
2

## EDU558 - Is/Project Implement I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558

**Credit Hours**
**Min:**
1

## EDU558A - Is/Project Implement II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558A

**Credit Hours**
**Min:**
1

## EDU558B - Is/Project Implement III

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558B

**Credit Hours**
**Min:**
1

## EDU558C - Is/Project Implement IV

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558C

**Credit Hours**
**Min:**
1

## EDU558D - Is/Project Implement V

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558D

**Credit Hours**
**Min:**
3

## EDU558E - Is/Project Implement Vi

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558E

**Credit Hours**
**Min:**
1

## EDU558F - Is/Project Implement VII

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558F

**Credit Hours**
**Min:**
1

**Credit Hours**
**Min:**
1

## EDU558G - Is/Project Implement VIII

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558G

**Credit Hours**
**Min:**
1

## EDU558H - Is/Project Implement IX

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558H

**Credit Hours**
**Min:**
1

## EDU558I - Is/Project Implement X

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558I

**Credit Hours**
**Min:**
1

## EDU558J - Is/Project Implement XI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558J

**Credit Hours**
**Min:**
1

## EDU558K - Is/Project Implement XII

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558K

## EDU558L - Is/Project Implement XIII

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558L

**Credit Hours**
**Min:**
3

## EDU558M - Is/Project Implement XIV

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558M

**Credit Hours**
**Min:**
1

## EDU558N - Is/Project Implement XV

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558N

**Credit Hours**
**Min:**
1

## EDU558O - Is/Project Implement XVI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558O

**Credit Hours**
**Min:**
1

## EDU558P - Is/Project Implement XVII

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558P

**Credit Hours**
**Min:**
1

## EDU558Q - Is/Project Implement XVIII

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558Q

**Credit Hours**
**Min:**
3

## EDU558R - Is/Project Implment XIX

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558R

**Credit Hours**
**Min:**
2

## EDU558S - Is/Project Implement XX

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558S

**Credit Hours**
**Min:**
1

## EDU558T - Is/Project Implement XXI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558T

**Credit Hours**
**Min:**
1

## EDU558U - Is/Project Implement XXII

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558U

**Credit Hours**
**Min:**
2

## EDU558V - Is/Project Implement XXIII

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558V

**Credit Hours**
**Min:**
1

## EDU558W - Is/Project Implement XXIV

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558W

**Credit Hours**
**Min:**
1

## EDU558X - FIRST & SECOND LANGUAGE DEVELO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558X

**Credit Hours**
**Min:**
3

## EDU558Y - ESL METHODS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558Y

**Credit Hours**
**Min:**
3

## EDU558Z - CULTURE, EQUITY AND DIVERSITY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
558Z

**Credit Hours**
**Min:**
3

## EDU559 - STORYTELLING AND ADULT FAITH F

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559

**Credit Hours**
**Min:**
1

## EDU559A - SETTING THE SCENE FOR SEPTEM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559A

**Credit Hours**
**Min:**
3

## EDU559B - AVID YEAR 2

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559B

**Credit Hours**
**Min:**
2

## EDU559C - STARTING THE YEAR OUT RIGHT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559C

**Credit Hours**
**Min:**
1

## EDU559D - INVESTIGATION IN WRITING IN TH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559D

**Credit Hours**
**Min:**
1

## EDU559E - SHARED DECISION MAKING EQUALS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559E

**Credit Hours**
**Min:**
3

## EDU559F - SBM YR2:SHARED DECISION-MAKING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559F

**Credit Hours**
**Min:**
3

## EDU559G - PROCESS/PRODUCT TECHNOLOGY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559G

**Credit Hours**
**Min:**
1

## EDU559H - ENHANCING INTELLIGENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559H

**Credit Hours**
**Min:**
1

## EDU559I - RUNNING RECORDS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559I

### Credit Hours

**Min:**
1

## EDU559J - DESIGN AND DELIVER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559J

### Credit Hours

**Min:**
3

## EDU559K - EQUITY & DIVERSITY LEADERSHIP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559K

### Credit Hours

**Min:**
3

## EDU559L - FROM SEA TO SHINING SEA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559L

### Credit Hours

**Min:**
3

## EDU559M - ALL IN THE FAMILY PART III

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559M

### Credit Hours

**Min:**
3

## EDU559N - FIRST STEPS WRITING PROGRAM -

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559N

### Credit Hours

**Min:**
3

## EDU559Q - TCHG REAL PEOPLE IN AN ELECTRO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559Q

### Credit Hours

**Min:**
3

## EDU559R - TRAINING STRAT IN STRUCTURAL A

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559R

### Credit Hours

**Min:**
1

## EDU559S - CALIF ASS PEER PROG ADDING A C

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559S

### Credit Hours

**Min:**
2

## EDU559U - PRACTICUM CONSTRUCTING CURRICU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559U

### Credit Hours

**Min:**
3

## EDU559V - Intervention Strategies for Ac

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559V

**Credit Hours**
**Min:**
1

## EDU559W - School Improvement Program, Lv

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559W

**Credit Hours**
**Min:**
2

## EDU559X - LITERACY INSTRUCTION FOR EARLY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559X

**Credit Hours**
**Min:**
2

## EDU559Y - OBSERVE/ASSESS YOUNG CHILDREN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559Y

**Credit Hours**
**Min:**
3

## EDU559Z - SUPERVISION OF TEACHER TRAINER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
559Z

**Credit Hours**
**Min:**
2

## EDU560 - CREATIVE PHYSICAL EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560

**Credit Hours**
**Min:**
1

## EDU560A - CREATIVE PHYSICAL EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560A

**Credit Hours**
**Min:**
1

## EDU560B - SCIENCE METHODS - K-8

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560B

**Credit Hours**
**Min:**
1

## EDU560C - SCIENCE METHODS IN ASTRONOMY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560C

**Credit Hours**
**Min:**
1

## EDU560E - INTEGRATION OF MATH AND SCIENC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560E

**Credit Hours**
**Min:**
3

## EDU560H - PROMOTING HEALTH AWARENESS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560H

**Credit Hours**
**Min:**
3

## EDU560I - CREATIVE PHYSICAL EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560I

**Credit Hours**
**Min:**
1

## EDU560J - SUPER SCIENCE: LET'S GET PHYSI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560J

**Credit Hours**
**Min:**
1

## EDU560K - SHAKE AND BAKE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560K

**Credit Hours**
**Min:**
3

## EDU560L - CONTEMPORARY SCHOOL HEALTH ISS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560L

**Credit Hours**
**Min:**
3

## EDU560N - INST STRAT SCIENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560N

**Credit Hours**
**Min:**
1

## EDU560P - INTEGRATING TECHNOLOGY INTO TH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560P

**Credit Hours**
**Min:**
1

## EDU560Q - DISASTER PREPARED

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560Q

**Credit Hours**
**Min:**
2

## EDU560R - HEALTH CARE PERSPECTIVES FOR T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560R

**Credit Hours**
**Min:**
3

## EDU560T - WINDOW ON ANIMAL WLD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560T

**Credit Hours**
**Min:**
2

## EDU560U - SCIENCE METHODS FOR ELEMENTARY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560U

**Credit Hours**
**Min:**
1

## EDU560V - TEACH SCIENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560V

**Credit Hours**
**Min:**
2

## EDU560W - TEACH SCIENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560W

**Credit Hours**
**Min:**
2

## EDU560X - ZOO-PHONICS, SUM 95

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560X

**Credit Hours**
**Min:**
1

## EDU560Z - FASCINATING WORLD OF WHALES &

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
560Z

**Credit Hours**
**Min:**
1

## EDU561 - TENNIS WORKSHOP FOR TEACHERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561

**Credit Hours**
**Min:**
1

## EDU561A - MAKING SCIENCE PRACTICAL FOR T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561A

**Credit Hours**
**Min:**
3

## EDU561B - MAKING SCIENCE PRACTICAL FOR T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561B

**Credit Hours**
**Min:**
3

## EDU561C - TENNIS CLINIC FOR TEACHERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561C

**Credit Hours**
**Min:**
1

## EDU561D - GOLD PROSPECTING: A GOLD MINE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561D

**Credit Hours**
**Min:**
2

## EDU561E - PLANET EARTH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561E

**Credit Hours**
**Min:**
3

## EDU561F - PLANET EARTH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561F

**Credit Hours**
**Min:**
3

## EDU561I - Exploration of Astromony & Spa

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561I

**Credit Hours**
**Min:**
3

## EDU561J - INQUIRY BASED LEARNING TO SUPP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561J

**Credit Hours**
**Min:**
1

## EDU561K - BRIDGING EARTH SCIENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561K

**Credit Hours**
**Min:**
1

## EDU561L - BLOOD & GUTS AND WHERE TO FIND

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561L

**Credit Hours**
**Min:**
1

## EDU561M - STEPPING INTO WINTER:HEALTHY B

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561M

**Credit Hours**
**Min:**
3

## EDU561N - INTEGRATED M/H SCHOOL SCIENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561N

**Credit Hours**
**Min:**
2

## EDU561O - HIGH SCHOOL SCIENCE COURSES IM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561O

**Credit Hours**
**Min:**
2

## EDU561P - BRAIN COMPATIBLE LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561P

**Credit Hours**
**Min:**
3

## EDU561Q - ADOLESCENT PSYCHOLOGY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561Q

**Credit Hours**
**Min:**
1

## EDU561R - LEARN WITH ME SCIENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561R

**Credit Hours**
**Min:**
3

## EDU561S - ELEMENTARY SCIENCE MHTS INCORP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561S

**Credit Hours**
**Min:**
1

## EDU561T - KAGAN MULTIPLE INTELLIGENCES S

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561T

**Credit Hours**
**Min:**
1

## EDU561U - STRUCTURES FOR SUCCESS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561U

**Credit Hours**
**Min:**
1

## EDU561V - CLARIS HOME PAGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561V

**Credit Hours**
**Min:**
1

## EDU561W - PHONICS/WRITTEN EXPRESSION-MUL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561W

**Credit Hours**
**Min:**
1

## EDU561X - PUTTING IT ALL TOGETHER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561X

**Credit Hours**
**Min:**
1

## EDU561Y - CREATE A BACK TO SCHOOL HYPERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
561Y

**Credit Hours**
**Min:**
2

**Credit Hours**
**Min:**
3

## EDU562 - LIFE PLANNING FOR MINISTRY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562

**Credit Hours**
**Min:**
1

## EDU562A - EXPLORATION OF SPACE AND ASTRO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562A

**Credit Hours**
**Min:**
3

## EDU562C - COOPERATIVE LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562C

**Credit Hours**
**Min:**
2

## EDU562D - GENERAL SCIENCE SERIES FOR K-8

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562D

**Credit Hours**
**Min:**
3

## EDU562F - DISCOVERING ART IN SCIENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562F

## EDU562J - INQUIRY & STANDARDS-BASED INST

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562J

**Credit Hours**
**Min:**
1

## EDU562K - ELEMENTARY SCIENCE LEADERSHIP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562K

**Credit Hours**
**Min:**
2

## EDU562L - HOW TO TEACH HANDS-ON SCIENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562L

**Credit Hours**
**Min:**
1

## EDU562M - DELTA ECOLOGY THROUGH THE EYES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562M

**Credit Hours**
**Min:**
3

## EDU562N - MTHS TEACHING CHEMISTRY FOR IN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562N

**Credit Hours**
**Min:**
1

## EDU562O - ASTRONOMY FOR TEACHERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562O

**Credit Hours**
**Min:**
3

## EDU562R - CHILD DEVELOPMENT, INFANCY THR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562R

**Credit Hours**
**Min:**
2

## EDU562S - TEAM BUILDING/INS LEADERSHIP F

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562S

**Credit Hours**
**Min:**
1

## EDU562T - MIDDLE SCHOOL TRAINING & PREPA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562T

**Credit Hours**
**Min:**
1

## EDU562U - APPROPRIATE PRACTICES IN PRESC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562U

**Credit Hours**
**Min:**
3

## EDU562V - MATH A TRAINING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562V

**Credit Hours**
**Min:**
6

## EDU562W - QUANTUM ll ADVANCED

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562W

**Credit Hours**
**Min:**
2

## EDU562X - TECHNOLOGY LEADERSHIP COMMUNIT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562X

**Credit Hours**
**Min:**
3

## EDU562Y - COMPUTER AIDED DRAFTING & DESI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562Y

**Credit Hours**
**Min:**
3

## EDU562Z - INDUSTRIAL TECHNOLOGY CURRICUL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
562Z

**Credit Hours**
**Min:**
2

## EDU563 - CHURCH MUSIC APPRECIATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563

**Credit Hours**
**Min:**
1

## EDU563A - Marine Studies

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563A

**Credit Hours**
**Min:**
3

## EDU563D - HISTORY & GEOGRAPHY OF CALIFOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563D

**Credit Hours**
**Min:**
3

## EDU563E - EASTERN SIERRA FLORA & FAUNA (

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563E

**Credit Hours**
**Min:**
3

## EDU563F - STANDARDS BASED INSTRUCT IN TE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563F

**Credit Hours**
**Min:**
1

## EDU563G - SCHOOL TECHNOLOGY LEADERSHIP T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563G

**Credit Hours**
**Min:**
2

## EDU563H - TAIWAN TODAY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563H

**Credit Hours**
**Min:**
2

## EDU563I - BRAIN BASED RESEARCH - APPLICA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563I

**Credit Hours**
**Min:**
1

## EDU563J - SP ED:PROG ISSUES MODERATE-SEV

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563J

**Credit Hours**
**Min:**
1

## EDU563K - LEADERSHIP AND EDUCATIONAL TEC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563K

**Credit Hours**
**Min:**
2

## EDU563L - APPLYING CURRENT BRAIN RESEARC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563L

**Credit Hours**
**Min:**
1

## EDU563M - THE ART OF POSITIVE DISCIPLINE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563M

**Credit Hours**
**Min:**
1

## EDU563N - STATE OF ART PRESENTATION SKIL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563N

**Credit Hours**
**Min:**
1

## EDU563O - SYNCHRONY OF EARLY LITERATURE-

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563O

**Credit Hours**
**Min:**
3

## EDU563P - PEER SUPPORT TRAINING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563P

**Credit Hours**
**Min:**
1

## EDU563Q - CLARIS HOME PAGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563Q

**Credit Hours**
**Min:**
1

## EDU563R - MULTIMEDIA PRODUCTION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563R

**Credit Hours**
**Min:**
1

## EDU563S - I SEARCH USING THE INTERNET

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563S

**Credit Hours**
**Min:**
1

## EDU563T - EARLY CHILDHOOD ASSESSMENT: WO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563T

**Credit Hours**
**Min:**
2

## EDU563U - TEACHING THE NEW CALIFORNIA MA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563U

**Credit Hours**
**Min:**
2

## EDU563V - ALGEBRA FOR TEACHERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563V

**Credit Hours**
**Min:**
2

## EDU563W - USING C/R COMPUTERS/SCH NETWOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563W

**Credit Hours**
**Min:**
1

## EDU563X - USING EXCEL AS AN EDUCATIONAL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563X

**Credit Hours**
**Min:**
1

## EDU563Y - LITERACY INSTRUCTION THRU ASSE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563Y

**Credit Hours**
**Min:**
3

## EDU563Z - SELF-ASSESSMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
563Z

**Credit Hours**
**Min:**
2

## EDU564 - HYMNODY: HISTORY AND TRADITION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564

**Credit Hours**
**Min:**
1

## EDU564A - INQUIRY APPROACH TO PHYICAL SC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564A

**Credit Hours**
**Min:**
3

## EDU564B - AN INQUIRY APPROACH TO PHYSICA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564B

**Credit Hours**
**Min:**
3

## EDU564C - MATTER AND ENERGY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564C

**Credit Hours**
**Min:**
3

## EDU564D - SCIENCE RESEARCH SEMINAR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564D

**Credit Hours**
**Min:**
1

## EDU564E - EASTERN SIERRA FLORA & FAUNA (

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564E

**Credit Hours**
**Min:**
3

## EDU564F - SCIENCE AT THE LAKE: SOLAR SYS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564F

**Credit Hours**
**Min:**
1

## EDU564G - MAGIC SCIENCE SERIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564G

**Credit Hours**
**Min:**
1

## EDU564H - SCIENCE AT THE LAKE: SPACE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564H

**Credit Hours**
**Min:**
1

## EDU564I - SCIENCE AT THE LAKE: SCIENCE I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564I

**Credit Hours**
**Min:**
1

## EDU564J - SCIENCE AT THE LAKE: OCEAN FLO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564J

**Credit Hours**
**Min:**
1

## EDU564K - BUILDING STANDARDS BASED SCIEN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564K

**Credit Hours**
**Min:**
1

## EDU564L - CREATING & USING MATH & SCIENC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564L

**Credit Hours**
**Min:**
3

## EDU564O - SCIENCE IS ALL AROUND YOU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564O

**Credit Hours**
**Min:**
1

## EDU564P - MATH AND SCIENCE TEACHING STRA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564P

**Credit Hours**
**Min:**
1

## EDU564Q - ESSENTIAL ELEMENTS OF INSTRUCT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564Q

**Credit Hours**
**Min:**
1

## EDU564R - ELEMENTARY SCIENCE METHODS & C

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564R

**Credit Hours**
**Min:**
1

## EDU564S - SPIRIT OF THE SIERRA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564S

**Credit Hours**
**Min:**
2

## EDU564T - CREDIBLE SOLUTIONS FOR INCREDI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564T

**Credit Hours**
**Min:**
2

## EDU564U - MATH BEYOND THE TEXTBOOK

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564U

**Credit Hours**
**Min:**
3

## EDU564V - MTHS OF TEACHING READING/ COMP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564V

**Credit Hours**
**Min:**
3

## EDU564W - VISIONARY LEADERSHIP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564W

**Credit Hours**
**Min:**
1

**Credit Hours**
**Min:**
1

## EDU564X - IB DIPLOMA COORDS CONFERENCE:

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564X

**Credit Hours**
**Min:**
1

## EDU564Y - ALGEBRA AND TRIGONOMETRY Part

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564Y

**Credit Hours**
**Min:**
3

## EDU564Z - MATHEMATICS CURRICULUM PRE-IMP

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
564Z

**Credit Hours**
**Min:**
3

## EDU565 - STUDY SKILLS FOR POSITIVE LEAR

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565

**Credit Hours**
**Min:**
1

## EDU565A - STUDY SKILLS FOR POSITIVE LEAR

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565A

## EDU565B - PEER COACHING

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565B

**Credit Hours**
**Min:**
1

## EDU565C - PEER COACHING

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565C

**Credit Hours**
**Min:**
1

## EDU565D - PEER COACHING

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565D

**Credit Hours**
**Min:**
2

## EDU565E - PEER COACHING

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565E

**Credit Hours**
**Min:**
3

## EDU565H - AIMS - WHAT GOES AROUND COMES

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565H

**Credit Hours**
**Min:**
1

## EDU565I - INTERMEDIATE INQUIRY BASED LRN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565I

**Credit Hours**
**Min:**
1

## EDU565J - 50TH ANNUAL CSNO CONF: ENTER T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565J

**Credit Hours**
**Min:**
1

## EDU565K - GEOGRAPHY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565K

**Credit Hours**
**Min:**
3

## EDU565L - SCHOOL WEBSITE DEVELOPMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565L

**Credit Hours**
**Min:**
2

## EDU565M - BEST PRACTICES IN READING ACOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565M

**Credit Hours**
**Min:**
2

## EDU565N - ORGANIZING YOUR CLASSROOM CURR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565N

**Credit Hours**
**Min:**
3

## EDU565P - AIMS - SECTION 2

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565P

**Credit Hours**
**Min:**
1

## EDU565Q - TECH CONNECT:ING TECH INTO LAN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565Q

**Credit Hours**
**Min:**
2

## EDU565R - TEACHER APPRENTICESHIP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565R

**Credit Hours**
**Min:**
9

## EDU565S - STARLAB INSTRUCTION FOR GRADES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565S

**Credit Hours**
**Min:**
1

## EDU565T - INQUIRY INSTRUCTION FOR MIDDLE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565T

**Credit Hours**
**Min:**
1

## EDU565U - TAS STRATEGIC PLAN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565U

**Credit Hours**
**Min:**
1

## EDU565V - ANCESTORS WORKSHOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565V

**Credit Hours**
**Min:**
1

## EDU565W - IMPLEMENTING TECHNOLOGY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565W

**Credit Hours**
**Min:**
1

## EDU565X - CONNECTING THE CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565X

**Credit Hours**
**Min:**
3

## EDU565Y - STATISTICS FOR EDUCATORS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565Y

**Credit Hours**
**Min:**
3

## EDU565Z - STRATEGIES IN LANGUAGE ARTS FO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
565Z

**Credit Hours**
**Min:**
2

## EDU566 - EARLY ADOLESCENT PSYCHOLOGY/ FA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566

**Credit Hours**
**Min:**
1

## EDU566A - CLASSROOM ACTIVITIES IN BIOLOG

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566A

**Credit Hours**
**Min:**
3

## EDU566B - P.E. ACTIVITIES FOR THE EDUCAT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566B

**Credit Hours**
**Min:**
3

## EDU566C - EDUCATIONAL CARTOONING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566C

**Credit Hours**
**Min:**
1

## EDU566D - GEOMETRY AND PROPORTIONAL REAS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566D

**Credit Hours**
**Min:**
4

## EDU566E - SUPER SCIENCE: LET'SGET PHYSIC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566E

**Credit Hours**
**Min:**
1

## EDU566F - SPECIAL ISSUES FOR THE INTERNA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566F

**Credit Hours**
**Min:**
1

## EDU566G - TALKING WITH EDUCATORS (CERCOS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566G

**Credit Hours**
**Min:**
1

## EDU566H - CERCOS "99 CONFERENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566H

**Credit Hours**
**Min:**
1

## EDU566I - FOSTERING HIGHER LEV THINKING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566I

**Credit Hours**
**Min:**
1

## EDU566J - STRATEGIES FOR SUCCESSFUL INCL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566J

**Credit Hours**
**Min:**
1

## EDU566K - ACCELERATING THE SCHOOL IMPROV

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566K

**Credit Hours**
**Min:**
1

## EDU566L - SURVEY OF READING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566L

**Credit Hours**
**Min:**
3

## EDU566M - DIAGNOSING AND CORRECTIVE READ

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566M

**Credit Hours**
**Min:**
3

## EDU566N - CORRECTIVE READING IN LABORATO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566N

**Credit Hours**
**Min:**
3

## EDU566O - COMPUTER SOFTWARE FOR READING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566O

**Credit Hours**
**Min:**
3

## EDU566P - DEVELOPING LANGUAGE FOR ACADEM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566P

**Credit Hours**
**Min:**
1

## EDU566R - CERTIFICATE IN CHARACTER EDUCA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566R

**Credit Hours**
**Min:**
6

## EDU566S - CREATING CONDITIONS FOR POWERF

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566S

**Credit Hours**
**Min:**
1

## EDU566T - THE TEACHING OF COMPOSITION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566T

**Credit Hours**
**Min:**
1

## EDU566U - LOOKING AT STUDENT WORK THROUG

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566U

**Credit Hours**
**Min:**
1

## EDU566V - HYPERSTUDIO MULTIMEDIA PRESENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566V

**Credit Hours**
**Min:**
2

## EDU566W - MATHEMATICS CURRICULUM PRE-IMP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566W

**Credit Hours**
**Min:**
1

## EDU566X - JUMP INTO LITERACY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566X

**Credit Hours**
**Min:**
1

## EDU566Y - MEETING THE STANDARDS FOR TEAC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566Y

**Credit Hours**
**Min:**
2

## EDU566Z - ADAPTING CURR (INTEG PEDAGOGY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
566Z

**Credit Hours**
**Min:**
6

## EDU567A - STRATEGIES FOR TEACHING TODAY'

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567A

**Credit Hours**
**Min:**
3

## EDU567B - STRATEGIES IN TEACHING THE ELE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567B

**Credit Hours**
**Min:**
3

## EDU567C - RASSIAS METHOD FOR TEACHING FO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567C

**Credit Hours**
**Min:**
1

## EDU567D - C-LEARN SUMMER INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567D

**Credit Hours**
**Min:**
1

## EDU567E - HEALTH ACTIVITIES IN THE CLASS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567E

**Credit Hours**
**Min:**
2

## EDU567F - IMPROVING ELEMENTARY SCIENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567F

**Credit Hours**
**Min:**
1

## EDU567G - PROGRAM FOR IMPROVING ELEMENTA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567G

**Credit Hours**
**Min:**
2

## EDU567H - 9-12 MATH MATERIALS REVIEW

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567H

**Credit Hours**
**Min:**
2

## EDU567I - Import Strategies

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567I

**Credit Hours**
**Min:**
1

## EDU567J - DEVELOPING INTERNA- TIONAL MAR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567J

**Credit Hours**
**Min:**
1

## EDU567K - SUPPLEMENTING & INTEGRATING CU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567K

**Credit Hours**
**Min:**
2

## EDU567L - JAPAN/U.S. COMPARATIVE MANAGEM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567L

**Credit Hours**
**Min:**
1

## EDU567M - PROFESSIONAL DEV IN SCH IMPROV

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567M

**Credit Hours**
**Min:**
1

## EDU567N - CURRICULUM ALIGNMENT & STANDAR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567N

**Credit Hours**
**Min:**
1

## EDU567Q - DEVELOPING A SCHOOL INTERNET W

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567Q

**Credit Hours**
**Min:**
2

## EDU567T - THE STORY IS THE THING:ORAL ST

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567T

**Credit Hours**
**Min:**
3

## EDU567U - SCALING GLASS MTNS: WRITER'S W

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567U

**Credit Hours**
**Min:**
1

## EDU567V - USING TECHNOLOGICAL COMMUNICAT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567V

**Credit Hours**
**Min:**
1

## EDU567W - WEB PAGE DESIGN FOR TEACHERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567W

**Credit Hours**
**Min:**
1

## EDU567X - FROM HANDS-ON TO MINDS-ON MATH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567X

**Credit Hours**
**Min:**
3

## EDU567Y - ADMINISTRATION OF CURRICULUM &

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567Y

**Credit Hours**
**Min:**
2

## EDU567Z - CURRENT ISSUES IN SPECIAL EDUC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
567Z

**Credit Hours**
**Min:**
2

## EDU568A - TEAM ESTEEM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568A

**Credit Hours**
**Min:**
3

## EDU568B - GROSSMONT SUMMER INSTITUTE CPI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568B

**Credit Hours**
**Min:**
2

## EDU568C - GEOGRAPHY INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568C

**Credit Hours**
**Min:**
6

## EDU568D - PHYSICS FOR ELEMENTARY TEACHER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568D

**Credit Hours**
**Min:**
1

## EDU568F - REACH & TEACH ALL STUDENTS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568F

**Credit Hours**
**Min:**
3

## EDU568H - E PLURIBUS UNIUM MULTICULTUR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568H

**Credit Hours**
**Min:**
6

## EDU568I - BEST PRACTICES IN FULL DAY KIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568I

**Credit Hours**
**Min:**
2

## EDU568J - PRIMARY MULTI-AGE PRACTICES PA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568J

**Credit Hours**
**Min:**
2

## EDU568L - TRAINING PLAN FOR EARLY CHILDH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568L

**Credit Hours**
**Min:**
1

## EDU568M - METHODS IN TEACHING TECHNOLOGY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568M

**Credit Hours**
**Min:**
2

## EDU568P - SOFTWARE REVIEW

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568P

**Credit Hours**
**Min:**
1

## EDU568R - AVID PATH SEMINAR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568R

**Credit Hours**
**Min:**
1

## EDU568S - SIP ACADEMY II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568S

**Credit Hours**
**Min:**
1

## EDU568T - KAGAN WIN-WIN DISCIPLINE INSTI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568T

**Credit Hours**
**Min:**
2

## EDU568U - KAGAN COOPERATIVE LEARNING FOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568U

**Credit Hours**
**Min:**
2

## EDU568V - KAGAN MULTIPLE INTELLIGENCES I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568V

**Credit Hours**
**Min:**
2

## EDU568W - KAGAN ADVANCED COOPERATIVE LEA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568W

**Credit Hours**
**Min:**
2

## EDU568X - SECONDARY READING TRAINERS' IN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568X

**Credit Hours**
**Min:**
2

## EDU568Y - INTEGRATED SCIENCE METHODS THR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568Y

**Credit Hours**
**Min:**
2

## EDU568Z - INCREASING STUDENT ACHIEVEMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
568Z

**Credit Hours**
**Min:**
2

**Credit Hours**
**Min:**
1

## EDU569 - TEACHING THE SPECIAL NEEDS PUP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569

**Credit Hours**
**Min:**
3

## EDU569A - TEACHING THE SPECIAL NEEDS PUP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569A

**Credit Hours**
**Min:**
3

## EDU569B - INSTRUCTION STRATEGIES IN SCIE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569B

**Credit Hours**
**Min:**
1

## EDU569C - TEACHING THE GIFTED

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569C

**Credit Hours**
**Min:**
1

## EDU569D - RED CROSS SERIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569D

## EDU569E - GALAPAGOS - AN ANALYSIS OF SCI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569E

**Credit Hours**
**Min:**
2

## EDU569F - TOBACCO EDUCATION FOR K-12 GRA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569F

**Credit Hours**
**Min:**
3

## EDU569G - AIMS LIFE SCIENCE FOR SIXTH GR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569G

**Credit Hours**
**Min:**
1

## EDU569H - OL/MAINSTREAMING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569H

**Credit Hours**
**Min:**
3

## EDU569I - OL/HEALTH CARE PERSPECTIVES FO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569I

**Credit Hours**
**Min:**
3

## EDU569K - SCIENCE PERFORMANCE STANDARDS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569K

**Credit Hours**
**Min:**
1

## EDU569L - CURRENT ISSUES IN SCHOOL NURSI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569L

**Credit Hours**
**Min:**
1

## EDU569N - WHALES, ENDANGERED ANIMALS & P

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569N

**Credit Hours**
**Min:**
2

## EDU569O - CALIFORNIA'S SHAKING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569O

**Credit Hours**
**Min:**
1

## EDU569P - SCIENCE SIMULATIONS:INTERMEDIA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569P

**Credit Hours**
**Min:**
1

## EDU569Q - SCIENCE SIMULATIONS:CHALLENGIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569Q

**Credit Hours**
**Min:**
1

## EDU569R - INTEGRATING CULT RESPONSIVE TE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569R

**Credit Hours**
**Min:**
1

## EDU569S - METHODS OF SCIENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569S

**Credit Hours**
**Min:**
3

## EDU569T - THE MANY VOICES OF THE AMERICA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569T

**Credit Hours**
**Min:**
2

## EDU569U - THE LEARNING TEAM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569U

**Credit Hours**
**Min:**
3

## EDU569V - FRESHMAN ACADEMY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569V

**Credit Hours**
**Min:**
5

## EDU569X - COMMUNITY REFERENCED INSTR FOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
569X

**Credit Hours**
**Min:**
1

## EDU570 - CLASSROOM STRATEGIES THAT ENHA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570

**Credit Hours**
**Min:**
3

## EDU570A - CLASSROOM STRATEGIES WHICH ENH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570A

**Credit Hours**
**Min:**
3

## EDU570B - ENHANCING SELF-ESTEEM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570B

**Credit Hours**
**Min:**
3

## EDU570C - SELF-ESTEEM CONFERENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570C

**Credit Hours**
**Min:**
1

## EDU570D - DEVELOPMENTAL MATHEMATICAL PRO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570D

**Credit Hours**
**Min:**
1

## EDU570E - SELF ESTEEM AND RESPONSIBILITY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570E

**Credit Hours**
**Min:**
2

## EDU570F - ART FOR ELEMENTARY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570F

**Credit Hours**
**Min:**
2

## EDU570G - MORE ART FOR TEACHERS: MATERIA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570G

**Credit Hours**
**Min:**
1

## EDU570I - ASIAN SEMINAR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570I

**Credit Hours**
**Min:**
1

## EDU570J - POSTER SERIES: PEOPLE & CULTUR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570J

**Credit Hours**
**Min:**
1

## EDU570K - ART BRINGS CULTURES TOGETHER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570K

**Credit Hours**
**Min:**
1

## EDU570L - ART BRINGS CULTURES TOGETHER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570L

**Credit Hours**
**Min:**
1

## EDU570O - VISUAL ARTS: STANDARDS 101

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570O

**Credit Hours**
**Min:**
1

## EDU570Q - COMPUTER MUSIC MIDI APPLI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570Q

**Credit Hours**
**Min:**
2

## EDU570S - WHOLE PICTURE-PT. II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570S

**Credit Hours**
**Min:**
1

## EDU570T - HUNDRED HAPPINESSES OF CHINA A

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570T

**Credit Hours**
**Min:**
1

## EDU570U - LATIN AMERICAN ART

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570U

**Credit Hours**
**Min:**
1

## EDU570W - AMERICAN CULTURE & HISTORY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570W

**Credit Hours**
**Min:**
1

## EDU570Y - SUMMER MUSIC WORKSHOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570Y

**Credit Hours**
**Min:**
1

## EDU570Z - SAXOPHONE ENSEMBLE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
570Z

**Credit Hours**
**Min:**
1

## EDU571 - CHILD ABUSE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571

**Credit Hours**
**Min:**
1

## EDU571A - MULTIDIMENSIONAL APPROACH TO T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571A

**Credit Hours**
**Min:**
3

## EDU571B - MULTIDIMENSIONAL APPROACH T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571B

**Credit Hours**
**Min:**
3

## EDU571C - INTRODUCTION TO SPIRITUAL DIRE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571C

**Credit Hours**
**Min:**
3

## EDU571D - TEACHING ASIAN ART AND CULTURE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571D

**Credit Hours**
**Min:**
1

## EDU571E - ART THROUGH THE CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571E

**Credit Hours**
**Min:**
3

## EDU571F - BASICS COME ALIVE WITH ART

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571F

**Credit Hours**
**Min:**
3

## EDU571G - USING PAPER AS A LEARNING TOOL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571G

**Credit Hours**
**Min:**
2

## EDU571H - ART ACROSS THE CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571H

**Credit Hours**
**Min:**
3

## EDU571I - DISCIPLINE BASED ART EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571I

**Credit Hours**
**Min:**
5

## EDU571J - INTRO TO RENAISSANCE ART & CUL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571J

**Credit Hours**
**Min:**
1

## EDU571K - ART ACROSS THE CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571K

**Credit Hours**
**Min:**
3

## EDU571L - SCIENCE IN THE CLASSROOM - A S

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571L

**Credit Hours**
**Min:**
3

## EDU571M - Making the clas Alive with Art

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571M

**Credit Hours**
**Min:**
3

## EDU571N - CHANNELING YOUR STUDENTS ENERG

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571N

**Credit Hours**
**Min:**
3

## EDU571O - DISCIPLINE BASED ART EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571O

**Credit Hours**
**Min:**
2

## EDU571P - CREATIVITY +

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571P

**Credit Hours**
**Min:**
2

## EDU571Q - ART WORKSHOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571Q

**Credit Hours**
**Min:**
1

## EDU571R - MAKING MASTERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571R

**Credit Hours**
**Min:**
1

## EDU571S - INTRO SERIES TO ART

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571S

**Credit Hours**
**Min:**
1

## EDU571T - NEW DIRECTIONS FOR MUSIC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571T

**Credit Hours**
**Min:**
3

## EDU571U - INTEGRATED IMAGINATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571U

**Credit Hours**
**Min:**
1

## EDU571V - DBAE II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571V

**Credit Hours**
**Min:**
2

## EDU571W - DISCIPLINE BASED ART EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571W

**Credit Hours**
**Min:**
4

## EDU571X - CLAP ME A RHYTHM, SING ME A SO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571X

**Credit Hours**
**Min:**
1

## EDU571Y - TEACHING ANIMATION - ADVANCED

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
571Y

**Credit Hours**
**Min:**
2

## EDU572 - GENDER ISSUES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572

**Credit Hours**
**Min:**
1

## EDU572A - INTEGRATING MUSIC, ART, & P.E.

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572A

**Credit Hours**
**Min:**
3

## EDU572B - ARTS THROUGH HISTORY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572B

**Credit Hours**
**Min:**
1

## EDU572C - SELF ESTEEM CONFERENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572C

**Credit Hours**
**Min:**
1

## EDU572E - VISUAL ARTS FOR K-12

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572E

**Credit Hours**
**Min:**
3

## EDU572F - 19TH & 20TH CENTURY EUROPEAN A

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572F

**Credit Hours**
**Min:**
1

## EDU572G - WHOLE PICTURE-PT. I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572G

**Credit Hours**
**Min:**
1

## EDU572H - BAROQUE ART AND CULTURE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572H

**Credit Hours**
**Min:**
1

## EDU572J - MAKE IT, TAKE IT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572J

**Credit Hours**
**Min:**
3

## EDU572K - USING VIDEO IN THE CLASSROOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572K

**Credit Hours**
**Min:**
1

## EDU572L - CLAP ME A RHYTHM SING ME A SON

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572L

**Credit Hours**
**Min:**
1

## EDU572M - EXPLORING CUSTOMS & HOLIDAYS T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572M

**Credit Hours**
**Min:**
3

## EDU572N - ELECTRONIC PUBLISHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572N

**Credit Hours**
**Min:**
2

## EDU572O - INTRO TO FUNDAMENTAL ELEMENTS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572O

**Credit Hours**
**Min:**
1

## EDU572R - INFORMATION TECHNOLOGY SKIILS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572R

**Credit Hours**
**Min:**
3

## EDU572S - PORTABLE CLASSROOM PT 2

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572S

**Credit Hours**
**Min:**
3

## EDU572T - READING IN A DEVELOPMENTALLY A

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572T

**Credit Hours**
**Min:**
1

## EDU572U - INSTRUCTIONAL LEADERSHIP 1 FOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572U

**Credit Hours**
**Min:**
2

## EDU572V - LEADERSHIP INSTITUTE PART l

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572V

**Credit Hours**
**Min:**
3

## EDU572Y - BEST FIRST TEACHING K-3

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572Y

**Credit Hours**
**Min:**
2

## EDU572Z - READING DEVELOPMENT & INSTRUCT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
572Z

**Credit Hours**
**Min:**
3

## EDU573 - GROUP THERAPY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573

**Credit Hours**
**Min:**
2

## EDU573A - CREATIVE DRAMA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573A

**Credit Hours**
**Min:**
3

## EDU573B - THE MODERN RENAISSANCE TEACHER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573B

**Credit Hours**
**Min:**
3

## EDU573C - DRAMATIC INTERPRETATION OF LIT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573C

**Credit Hours**
**Min:**
1

## EDU573G - SAN DIEGO EDUCATORS WORLD PERC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573G

**Credit Hours**
**Min:**
1

## EDU573H - MAYA ART & CULTURE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573H

**Credit Hours**
**Min:**
1

## EDU573I - ANCIENT CIVILIZATION THRU ARTS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573I

**Credit Hours**
**Min:**
1

## EDU573J - ARTS & HUMANITIES STANDARDS ME

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573J

**Credit Hours**
**Min:**
1

## EDU573K - CUSTOMIZE THE CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573K

**Credit Hours**
**Min:**
2

## EDU573L - LITERACY THROUGH THE ARTS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573L

**Credit Hours**
**Min:**
3

## EDU573N - ACADEMIC REALIZATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573N

**Credit Hours**
**Min:**
3

## EDU573P - NATIVE AMERICAN STUDIES FOR TH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573P

**Credit Hours**
**Min:**
2

## EDU573Q - CREATING WELLNESS AND WEALTH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573Q

**Credit Hours**
**Min:**
3

## EDU573R - GET MORE INTO THE THEME OF THI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573R

**Credit Hours**
**Min:**
3

## EDU573S - BEGINNING BALLROOM DANCING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573S

**Credit Hours**
**Min:**
1

## EDU573U - ENRICH BASIC CURR BY ADDING SE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573U

**Credit Hours**
**Min:**
3

## EDU573V - PARENTING & TEACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573V

**Credit Hours**
**Min:**
1

## EDU573W - CREATING WORKSHOP MATERIALS IN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573W

**Credit Hours**
**Min:**
2

## EDU573X - READING & WRITING:POWER THROUG

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573X

**Credit Hours**
**Min:**
3

## EDU573Y - ELEMENTS OF DRAWING Part 1

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573Y

**Credit Hours**
**Min:**
1

## EDU573Z - MIDDLE SCHOOL CAREER DEVELOPME

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
573Z

**Credit Hours**
**Min:**
2

## EDU574 - DOMESTIC VIOLENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574

**Credit Hours**
**Min:**
1

## EDU574A - TEACHING THROUGH LEARNING CHAN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574A

**Credit Hours**
**Min:**
3

## EDU574C - TEACHING THROUGH LEARNING CHAN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574C

**Credit Hours**
**Min:**
3

## EDU574D - INTRO TO AMERICAN ART AND CULT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574D

**Credit Hours**
**Min:**
1

## EDU574E - BAROQUE ART

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574E

**Credit Hours**
**Min:**
1

## EDU574F - DRAWING I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574F

**Credit Hours**
**Min:**
1

## EDU574G - MUSEUM LITERACY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574G

**Credit Hours**
**Min:**
1

## EDU574H - INTRO SERIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574H

**Credit Hours**
**Min:**
1

## EDU574J - MAKE IT, TAKE IT THROUGH THE S

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574J

**Credit Hours**
**Min:**
3

## EDU574L - Studio Art: Watercolor I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574L

**Credit Hours**
**Min:**
1

## EDU574M - FAKES, FORGERIES RESTORATIO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574M

**Credit Hours**
**Min:**
1

## EDU574O - INTRO TO AMERICAN ART

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574O

**Credit Hours**
**Min:**
1

## EDU574P - SHARE IT, PREPARE IT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574P

**Credit Hours**
**Min:**
3

## EDU574Q - SPRING INTO ART

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574Q

**Credit Hours**
**Min:**
1

## EDU574R - PERCEPTUAL SKILLS DRAWING: CRS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574R

**Credit Hours**
**Min:**
3

## EDU574S - MAKE IT, TAKE IT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574S

**Credit Hours**
**Min:**
3

## EDU574T - MAKE IT, TAKE IT, THROUGH THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574T

**Credit Hours**
**Min:**
3

## EDU574U - MAKE IT, TAKE IT - THROUGH THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574U

**Credit Hours**
**Min:**
3

## EDU574V - MAKE IT, TAKE IT - SUMMER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574V

**Credit Hours**
**Min:**
3

## EDU574W - APPROPRIATE READING PRACTICES/

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574W

**Credit Hours**
**Min:**
1

## EDU574X - APPROPRIATE READING PRACTICES/

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574X

**Credit Hours**
**Min:**
1

## EDU574Z - ADMIN LEADERSHIP FOR TEACHER L

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
574Z

**Credit Hours**
**Min:**
2

## EDU575 - ROLE AND MISSION OF THE LAITY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575

**Credit Hours**
**Min:**
1

## EDU575A - FUNDING OF TRANSACTIONS MARKET

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575A

**Credit Hours**
**Min:**
3

## EDU575B - Database Marketing

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575B

**Credit Hours**
**Min:**
1

## EDU575C - Direct Marketing Creative

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575C

**Credit Hours**
**Min:**
1

## EDU575D - ADVANCED DIRECT MARKETING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575D

**Credit Hours**
**Min:**
1

## EDU575E - Direct Marketing For Small Bus

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575E

**Credit Hours**
**Min:**
1

## EDU575F - MAKE IT/TAKE IT/SHARE IT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575F

**Credit Hours**
**Min:**
3

## EDU575I - MICROSOFT PUBLISHER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575I

**Credit Hours**
**Min:**
1

## EDU575J - USING POWERPOINT AS AN INSTRUC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575J

**Credit Hours**
**Min:**
3

## EDU575K - CLASSROOM MANAGEMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575K

**Credit Hours**
**Min:**
3

## EDU575L - PLANNING CLASSROOM SLIDESHOW P

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575L

**Credit Hours**
**Min:**
1

## EDU575M - MATH & SCIENCE II- TEACHING ST

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575M

**Credit Hours**
**Min:**
0

## EDU575N - USING BAL LIT APP TCH READ/WRI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575N

**Credit Hours**
**Min:**
2

## EDU575O - DEV LITERACY 1ST:USING BALANCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575O

**Credit Hours**
**Min:**
2

## EDU575P - CSC 101 GROUP DYNAMICS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575P

**Credit Hours**
**Min:**
1

## EDU575Q - RESPONSIBLE CHOICES: CONTRIBUT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575Q

**Credit Hours**
**Min:**
3

## EDU575R - CROSS-CURRICULAR ACTIVITES TO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575R

**Credit Hours**
**Min:**
6

## EDU575S - OUR RICH RESOURCES: MUSEUM EXP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575S

**Credit Hours**
**Min:**
3

## EDU575T - VISIONARY TECHNOLOGY LEADERSHI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575T

**Credit Hours**
**Min:**
1

## EDU575U - MANAGING CLASSROOM COMPUTERS &

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575U

**Credit Hours**
**Min:**
2

## EDU575V - CLASSROOM TECHNOLOGY INTEGRATI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575V

**Credit Hours**
**Min:**
2

## EDU575W - REMOTE IT SYSTEM MANAGEMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575W

**Credit Hours**
**Min:**
2

## EDU575X - PSYCOPHARMACOLOGY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575X

**Credit Hours**
**Min:**
1

## EDU575Y - K - 12 VISUAL ARTS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575Y

**Credit Hours**
**Min:**
2

## EDU575Z - MAC TOWN USA-INTEGRATION SCH-B

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
575Z

**Credit Hours**
**Min:**
1

## EDU576 - SELF OF THE THERAPIST

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576

**Credit Hours**
**Min:**
1

## EDU576A - CERTIFICATION INTERNATIONAL BU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576A

**Credit Hours**
**Min:**
1

## EDU576B - INTERNATIONAL FINANCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576B

**Credit Hours**
**Min:**
1

## EDU576C - INTERNATIONAL ECONOMICS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576C

**Credit Hours**
**Min:**
1

## EDU576D - GLOBAL MARKETING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576D

**Credit Hours**
**Min:**
1

## EDU576E - GLOBAL DECISION MAKING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576E

**Credit Hours**
**Min:**
1

## EDU576F - INTERNATIONAL NEGOTATION STUDI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576F

**Credit Hours**
**Min:**
1

## EDU576G - LEGAL ASPECTS INTERNATIONAL BU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576G

**Credit Hours**
**Min:**
1

## EDU576H - SLINGERLAND PREREQUISITES FOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576H

**Credit Hours**
**Min:**
1

## EDU576I - Reasearch Global Markets

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576I

**Credit Hours**
**Min:**
1

## EDU576J - INTERANTIONAL MARKETING PLAN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576J

**Credit Hours**
**Min:**
1

## EDU576L - Comparative Mgmt

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576L

**Credit Hours**
**Min:**
2

## EDU576M - AN ECE APPRAOCH TO COMMUNICATI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576M

**Credit Hours**
**Min:**
2

## EDU576N - LAN OPERATIONS & CONCEPTS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576N

**Credit Hours**
**Min:**
1

## EDU576O - INTERNATIONAL TECHNOLOGOY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576O

**Credit Hours**
**Min:**
1

## EDU576P - IMPORTING & EXPORTING STRATEGI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576P

**Credit Hours**
**Min:**
0

## EDU576Q - LGL ENV EUROPE C MKT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576Q

**Credit Hours**
**Min:**
1

## EDU576R - SUMMER SKIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576R

**Credit Hours**
**Min:**
1

## EDU576S - SLINGERLAND INSTITUTE FOR LITE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576S

**Credit Hours**
**Min:**
1

## EDU576T - TOUCH MATH/MAKE IT TAKE IT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576T

**Credit Hours**
**Min:**
1

## EDU576U - DEVELOPMENTALLY APPROPRIATE AP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576U

**Credit Hours**
**Min:**
1

## EDU576W - LEADERSHIP IN SECONDARY MATHEM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576W

**Credit Hours**
**Min:**
2

## EDU576Y - ENGLISH ENHANCEMENT FOR CLASSI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
576Y

**Credit Hours**
**Min:**
1

## EDU577 - PROFESSIONAL ISSUES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577

**Credit Hours**
**Min:**
1

## EDU577A - TQM PHILOSOPHIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577A

**Credit Hours**
**Min:**
1

## EDU577C - Storytelling Techniques & Styl

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577C

**Credit Hours**
**Min:**
1

## EDU577D - STATISTICAL CONTROL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577D

### Credit Hours

**Min:**
1

## EDU577E - TQM:BENCHMARK TARGET

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577E

### Credit Hours

**Min:**
1

## EDU577F - TQM:STAT PROCESS II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577F

### Credit Hours

**Min:**
1

## EDU577G - TQM:MANAGING SUPP QU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577G

### Credit Hours

**Min:**
1

## EDU577H - STRATEGIES FOR TQM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577H

### Credit Hours

**Min:**
1

## EDU577K - INTRO TO POWER PUPPETRY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577K

### Credit Hours

**Min:**
1

## EDU577L - DANCE FOR THE TCHR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577L

### Credit Hours

**Min:**
1

## EDU577N - IN THE GARDEN OF EDEN: THE WOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577N

### Credit Hours

**Min:**
1

## EDU577O - ARTIST FOCUS: GEORGIA O'KEEFF

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577O

### Credit Hours

**Min:**
1

## EDU577P - MIRROR OF NATURE/STILL LIFE PA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577P

### Credit Hours

**Min:**
1

## EDU577Q - Here & Now: Contemporary Art i

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577Q

**Credit Hours**
**Min:**
1

## EDU577R - Studio Art: Figure Drawing

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577R

**Credit Hours**
**Min:**
1

## EDU577S - ART FOR CHILDREN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577S

**Credit Hours**
**Min:**
3

## EDU577U - VIDEO PRODUCTION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577U

**Credit Hours**
**Min:**
1

## EDU577V - ART THROUGH THE AGES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577V

**Credit Hours**
**Min:**
2

## EDU577W - MUSIC FOR THE MUSCIALLY CHALLE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577W

**Credit Hours**
**Min:**
3

## EDU577Y - ELEMENTS OF PAINTING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577Y

**Credit Hours**
**Min:**
3

## EDU577Z - SCHOOL LEADERSHIP TEAMS: TECHN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
577Z

**Credit Hours**
**Min:**
3

## EDU578 - SPIRITUAL ISSUES IN FAMILY THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
578

**Credit Hours**
**Min:**
1

## EDU578A - RHYTHM, MOVEMENT & MUSIC FOR T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
578A

**Credit Hours**
**Min:**
2

## EDU578B - VALUES REALIZATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
578B

**Credit Hours**
**Min:**
3

## EDU578C - VALUES REALIZATION I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
578C

**Credit Hours**
**Min:**
3

## EDU578D - BUILDING SELF-ESTEEM IN OURSEL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
578D

**Credit Hours**
**Min:**
2

## EDU578E - SELF-ESTEEM: THE KEY TO THE 19

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
578E

**Credit Hours**
**Min:**
1

## EDU578F - SELF-ESTEEM: THE KEYTO THE 199

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
578F

**Credit Hours**
**Min:**
2

## EDU578J - TRADITIONAL GHANAIAN AFRICAN D

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
578J

**Credit Hours**
**Min:**
1

## EDU578K - PERFORMING ARTS SESSION ll

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
578K

**Credit Hours**
**Min:**
3

## EDU578L - MASK MAKING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
578L

**Credit Hours**
**Min:**
1

## EDU578M - THE HEART OF BALI:AN INTERACTI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
578M

**Credit Hours**
**Min:**
1

## EDU578W - IMPLEMENT WORKSHOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
578W

**Credit Hours**
**Min:**
1

## EDU578Y - PEDAGOGY IN THE ELEMENTARY SCH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
578Y

**Credit Hours**
**Min:**
6

## EDU578Z - FOUNDATION OF EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
578Z

**Credit Hours**
**Min:**
3

## EDU579 - FAMILY AND HEALTH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
579

**Credit Hours**
**Min:**
1

## EDU579A - ENRICHING YOUR MATH PROGRAM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
579A

**Credit Hours**
**Min:**
3

## EDU579B - ENRICHING YOUR MATH PROGRAM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
579B

**Credit Hours**
**Min:**
3

## EDU579C - TEACHING ELEMENTARY MATH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
579C

**Credit Hours**
**Min:**
1

## EDU579D - MATH MANIPULATIVES AND MORE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
579D

**Credit Hours**
**Min:**
1

## EDU579E - MATHEMATICAL PROBLEM SOLVING I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
579E

**Credit Hours**
**Min:**
1

## EDU579F - PEACE RESOURCES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
579F

**Credit Hours**
**Min:**
3

## EDU579G - COMMUNICATIVE DISORDERS IN CHI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
579G

**Credit Hours**
**Min:**
1

## EDU579M - THE CREATIVE CHILD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
579M

**Credit Hours**
**Min:**
3

## EDU579N - MUSEUMS OF LOS ANGELES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
579N

**Credit Hours**
**Min:**
3

## EDU579O - PRODUCING WEB PAGES FOR THE CL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
579O

**Credit Hours**
**Min:**
1

## EDU579S - USING BEST PRACTICES IN READIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
579S

**Credit Hours**
**Min:**
2

## EDU579T - MAKE IT TAKE IT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
579T

**Credit Hours**
**Min:**
1

## EDU579V - CELEBRATION OF STORIES:STORYTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
579V

**Credit Hours**
**Min:**
3

## EDU579W - LEARNING AND INSTRUCTION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
579W

**Credit Hours**
**Min:**
3

## EDU579X - DIRECT INSTRUCTION STRATEGIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
579X

**Credit Hours**
**Min:**
1

## EDU579Y - DIRECT INSTRUCTION STRATEGIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
579Y

**Credit Hours**
**Min:**
1

## EDU579Z - MEETING STUDENT'S NEEDS FOR TH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
579Z

**Credit Hours**
**Min:**
1

## EDU580 - THE COMPUTER AS A CREATIVE TOO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580

**Credit Hours**
**Min:**
3

## EDU580A - COMPUTER FOR THE EDCUCATOR I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580A

**Credit Hours**
**Min:**
3

## EDU580B - COMPUTER FOR THE EDUCATOR 2

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580B

**Credit Hours**
**Min:**
0

## EDU580C - COMPUTER FOR THE EDUCATOR III

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580C

**Credit Hours**
**Min:**
3

## EDU580D - COMPUTER AS A CREATIVE T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580D

**Credit Hours**
**Min:**
3

## EDU580E - INTRODUCTION TO COMPUTERS IN T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580E

**Credit Hours**
**Min:**
1

## EDU580F - COMPUTER IN THE CLASSROOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580F

**Credit Hours**
**Min:**
3

## EDU580G - COMPUTER AND TOOLS IN THE CLAS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580G

**Credit Hours**
**Min:**
3

## EDU580H - BEG HYPERCARD SCRIPT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580H

**Credit Hours**
**Min:**
1

## EDU580I - ELEMENTARY BILINGUAL CONFERENC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580I

**Credit Hours**
**Min:**
1

## EDU580J - MACINTOSH ACADEMY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580J

**Credit Hours**
**Min:**
1

## EDU580K - Intermediate Hypercard

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580K

**Credit Hours**
**Min:**
1

## EDU580L - ADVANCED HYPERCARD SCRIPTING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580L

**Credit Hours**
**Min:**
1

## EDU580N - IBM/EdLan Academy

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580N

**Credit Hours**
**Min:**
2

## EDU580P - ADVANCED GRAPHICS FOR TEACHERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580P

**Credit Hours**
**Min:**
3

## EDU580R - MAKE YOUR APPLE WORK

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580R

**Credit Hours**
**Min:**
3

## EDU580S - THE MACINTOSH IN THE CLASSROOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580S

**Credit Hours**
**Min:**
3

## EDU580T - APPLICATION FOR COMPUTOR IN ED

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580T

**Credit Hours**
**Min:**
2

## EDU580U - REAL TEACHERS USE A MAC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580U

**Credit Hours**
**Min:**
1

## EDU580V - WORDPERFECT FOR THE CLASSROOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580V

**Credit Hours**
**Min:**
1

## EDU580W - MICROSOFT WORKS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580W

**Credit Hours**
**Min:**
2

## EDU580X - THE MACINTOSH AND MULTIMEDIA I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580X

**Credit Hours**
**Min:**
3

## EDU580Z - BEYOND MACIN'IT EASY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
580Z

**Credit Hours**
**Min:**
1

## EDU581 - COMPUTER FOR THE EDUCATION I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581

**Credit Hours**
**Min:**
3

## EDU581A - COMPUTER FOR THE EDUCATOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581A

**Credit Hours**
**Min:**
3

## EDU581B - COMPUTER FOR THE EDUCATOR II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581B

**Credit Hours**
**Min:**
3

## EDU581C - COMPUTER FOR THE EDUCATOR III

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581C

**Credit Hours**
**Min:**
3

## EDU581D - N.E.C.C.

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581D

**Credit Hours**
**Min:**
1

## EDU581E - APPLEWORKS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581E

**Credit Hours**
**Min:**
3

## EDU581F - INTERMEDIATE APPLEWORKS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581F

**Credit Hours**
**Min:**
1

## EDU581J - MATH HANDS ON

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581J

**Credit Hours**
**Min:**
3

## EDU581K - INTEGRATION OF MATH AND SCIENC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581K

**Credit Hours**
**Min:**
2

## EDU581L - METHODS FOR LEADING MATHEMATIC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581L

**Credit Hours**
**Min:**
2

## EDU581M - ENRICHING YOUR MATH PROGRAM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581M

**Credit Hours**
**Min:**
3

## EDU581N - MATH REPLACEMENT PROJECT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581N

**Credit Hours**
**Min:**
1

## EDU581O - USING INTERNET TO SUPPORT INST

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581O

**Credit Hours**
**Min:**
3

## EDU581P - SCALE & MEASUREMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581P

**Credit Hours**
**Min:**
1

## EDU581Q - TECHNOLOGY FOR TEACHING IN 21S

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581Q

**Credit Hours**
**Min:**
1

## EDU581S - INTEGRATION OF MATH AND SCIENC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581S

**Credit Hours**
**Min:**
2

## EDU581T - USING MANIPULATIVES TO INTRODU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581T

**Credit Hours**
**Min:**
3

## EDU581U - TECH CONNECT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581U

**Credit Hours**
**Min:**
2

## EDU581V - MATH MANIPULATIVES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581V

**Credit Hours**
**Min:**
3

## EDU581W - 1992 SUMMER "MATH"LETICS GAMES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581W

**Credit Hours**
**Min:**
2

## EDU581X - METHODS FOR LEADERSIP IN MATH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581X

**Credit Hours**
**Min:**
1

## EDU581Y - SUPER STRATEGIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581Y

**Credit Hours**
**Min:**
2

## EDU581Z - BILINGUAL SOLUTIONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
581Z

**Credit Hours**
**Min:**
1

## EDU582 - COMPUTER FOR THE EDUCATOR II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582

**Credit Hours**
**Min:**
3

## EDU582A - SCIENTIFIC COMPUTER APPLICATIO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582A

**Credit Hours**
**Min:**
6

## EDU582B - TOUCH MATH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582B

**Credit Hours**
**Min:**
1

## EDU582C - COMPUTER FOR THE EDUCATOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582C

**Credit Hours**
**Min:**
3

## EDU582D - CRITICAL THINKING IN THE MATH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582D

**Credit Hours**
**Min:**
1

## EDU582E - COMP PROJECTS FOR KIDS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582E

**Credit Hours**
**Min:**
1

## EDU582F - MICROSOFT WORKS IN THE CLASSRO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582F

**Credit Hours**
**Min:**
1

## EDU582G - SURVIVING THE ONE COMPUTER CLA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582G

**Credit Hours**
**Min:**
1

## EDU582H - LEARNING MICROSOFT WORD FOR WI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582H

**Credit Hours**
**Min:**
1

## EDU582I - Professional HyperCard Scripti

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582I

**Credit Hours**
**Min:**
1

## EDU582J - COMPUTERS CURRICULUM & INSTRUC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582J

**Credit Hours**
**Min:**
2

## EDU582K - MATH PROBLEM SOLVING IN THE EL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582K

**Credit Hours**
**Min:**
1

## EDU582L - MATHEMATICAL PROBLEM SOLVING I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582L

**Credit Hours**
**Min:**
1

## EDU582M - INTERFACING COMPUTERS TO THE H

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582M

**Credit Hours**
**Min:**
3

## EDU582N - Exploring the MacIntosh

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582N

**Credit Hours**
**Min:**
3

## EDU582O - REPORTMATE TRAINING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582O

**Credit Hours**
**Min:**
2

## EDU582P - INTEGRATING COMPUTERS IN THE E

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582P

**Credit Hours**
**Min:**
2

## EDU582Q - TEACHERS WHO USE MAC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582Q

**Credit Hours**
**Min:**
1

## EDU582R - TECHNOLOGY SOLUTIONS FOR LANGU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582R

**Credit Hours**
**Min:**
1

## EDU582S - COMPUTER MUSIC FOR EDUCATORS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582S

**Credit Hours**
**Min:**
2

## EDU582T - MAC GOES TO MOVIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582T

**Credit Hours**
**Min:**
1

## EDU582U - MATH PROBLEM SOLVING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582U

**Credit Hours**
**Min:**
1

## EDU582V - CREAT MATH ENVIRONM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582V

**Credit Hours**
**Min:**
3

## EDU582W - TEACHING TO STANDARDS IN SECON

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582W

**Credit Hours**
**Min:**
1

## EDU582X - COMPUTER TECHNOLOGY IN THE CLA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582X

**Credit Hours**
**Min:**
1

## EDU582Y - TEACHING TOWARDS CLASSROOM AS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582Y

**Credit Hours**
**Min:**
3

## EDU582Z - MATH MANIPULATIVES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
582Z

**Credit Hours**
**Min:**
3

## EDU583 - Workshop in eastern Prayer

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
583

**Credit Hours**
**Min:**
1

## EDU583A - METHODS FOR TEACHING MATHEMATI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
583A

**Credit Hours**
**Min:**
2

## EDU583B - METHODS FOR TEACHING EARLY CHI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
583B

**Credit Hours**
**Min:**
2

## EDU583C - ADMINISTRATION AND SUPERVISION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
583C

**Credit Hours**
**Min:**
1

## EDU583D - COMPUTERS IN CLASSROOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
583D

**Credit Hours**
**Min:**
1

## EDU583E - GRAPHING CALCULATORS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
583E

**Credit Hours**
**Min:**
1

## EDU583F - FUN WITH THE GREYBOX

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
583F

**Credit Hours**
**Min:**
1

## EDU583G - MAKING MATH MAGICAL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
583G

**Credit Hours**
**Min:**
1

## EDU583H - MICROSOFT WORKS/IBM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
583H

**Credit Hours**
**Min:**
1

## EDU583I - COMPUTERS IN THE CLASSROOM PAR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
583I

**Credit Hours**
**Min:**
1

## EDU583J - MULTIMEDIA FOR THE CLASSROOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
583J

**Credit Hours**
**Min:**
2

## EDU583K - SUPERCOMPUTERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
583K

**Credit Hours**
**Min:**
3

## EDU583L - METHODS FOR LEADING MATHEMATIC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
583L

**Credit Hours**
**Min:**
2

**Course Subject Code**
EDU

**Course Number**
583S

**Credit Hours**
**Min:**
3

## EDU583M - METHODS FOR LEADING MATHEMATIC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
583M

**Credit Hours**
**Min:**
2

## EDU583U - REVIEW OF TECHNOLOGYEDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
583U

**Credit Hours**
**Min:**
2

## EDU583N - SIMULATION GAMES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
583N

**Credit Hours**
**Min:**
1

## EDU583Z - USING COMPUTER AS A TOOL IN TE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
583Z

**Credit Hours**
**Min:**
2

## EDU583O - PUBLISHING IN CLASS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
583O

**Credit Hours**
**Min:**
1

## EDU584 - A GOD TO BELIEVE IN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584

**Credit Hours**
**Min:**
1

## EDU583R - CADKEY DESIGN I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
583R

**Credit Hours**
**Min:**
1

## EDU584A - NETWORKING SYSTEMS ADMINISTRAT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584A

**Credit Hours**
**Min:**
3

## EDU583S - TOOLS FOR EFFECTIVE TEACHING

### General

**College/School**
Professional & Continuing Educ

## EDU584C - ENHANCING THE MATH CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584C

**Credit Hours**
**Min:**
0

## EDU584D - EARLY ELEMENTARY MATH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584D

**Credit Hours**
**Min:**
1

## EDU584E - EARLY MATHMATICS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584E

**Credit Hours**
**Min:**
1

## EDU584F - PEER COACHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584F

**Credit Hours**
**Min:**
2

## EDU584G - TEACHING IN THE 90'S

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584G

**Credit Hours**
**Min:**
3

## EDU584H - MULTIMEDIA DEVELOPMENT FOR INS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584H

**Credit Hours**
**Min:**
2

## EDU584I - EDUCATIONAL TECHNOLOGY 101

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584I

**Credit Hours**
**Min:**
3

## EDU584J - NCTM STANDARDS/COMPUTERS IN EL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584J

**Credit Hours**
**Min:**
1

## EDU584L - INTRODUCTION TO MACINTOSH & WO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584L

**Credit Hours**
**Min:**
1

## EDU584M - EDUCATIONAL COMPUTER SOFTWARE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584M

**Credit Hours**
**Min:**
1

**Credit Hours**
**Min:**
3

## EDU584N - ADVANCED USE OF MAC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584N

**Credit Hours**
**Min:**
1

## EDU584O - BASIC PROGRAMMING I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584O

**Credit Hours**
**Min:**
3

## EDU584P - CREATING MULTIMEDIA WITH HYPER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584P

**Credit Hours**
**Min:**
1

## EDU584Q - INT LITERACY & MATH IN EARLY C

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584Q

**Credit Hours**
**Min:**
3

## EDU584R - SUPERCOMPUTERS & THEINTERNET

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584R

## EDU584S - Peer Coaching

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584S

**Credit Hours**
**Min:**
1

## EDU584T - TECHNOLOGY INTEGRATION FOR ET'

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584T

**Credit Hours**
**Min:**
2

## EDU584U - TEACHING DISCOVERING GEOMETRY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584U

**Credit Hours**
**Min:**
1

## EDU584W - TECHNOLOGY AS EASY AS 1,2,3

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584W

**Credit Hours**
**Min:**
1

## EDU584Y - SPINNING THROUGH HISTORY CD RO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
584Y

**Credit Hours**
**Min:**
1

## EDU585 - CURRICULUM PLANNING FOR COMPUT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
585

**Credit Hours**
**Min:**
1

## EDU585A - ADMINISTRATIVE USES OF COMPUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
585A

**Credit Hours**
**Min:**
1

## EDU585B - ADMINISTRATIVE USES OF COMPUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
585B

**Credit Hours**
**Min:**
1

## EDU585C - INTEGRATING COMPUTERINTO CURRI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
585C

**Credit Hours**
**Min:**
2

## EDU585D - BILINGUALISM: BUILDING A GLOBA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
585D

**Credit Hours**
**Min:**
1

## EDU585E - BILINGUALISM: BUILDING A GLOBA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
585E

**Credit Hours**
**Min:**
2

## EDU585F - PAGEMILL I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
585F

**Credit Hours**
**Min:**
1

## EDU585G - TEACHING GEOMETRIC PRINCIPLES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
585G

**Credit Hours**
**Min:**
1

## EDU585H - TEACHING MATH CONCEPTS THRU LI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
585H

**Credit Hours**
**Min:**
3

## EDU585I - PATTERNS, FUNCTIONS & ALGEBRAI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
585I

**Credit Hours**
**Min:**
3

## EDU585K - INTEGRATING THE COMPUTER INTO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
585K

**Credit Hours**
**Min:**
1

## EDU585M - METHODS OF UNDERSTANDING COMPU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
585M

**Credit Hours**
**Min:**
1

## EDU585N - SG:MATH & TECHNOLOGY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
585N

**Credit Hours**
**Min:**
1

## EDU585O - PROBLEM SOLVING IN EARLY CHILD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
585O

**Credit Hours**
**Min:**
1

## EDU585P - MATH RESPONSE JOURNALS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
585P

**Credit Hours**
**Min:**
3

## EDU585R - MATH MEASUREMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
585R

**Credit Hours**
**Min:**
2

## EDU585Z - MATH JOURNALS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
585Z

**Credit Hours**
**Min:**
3

## EDU586 - UNLOCKING OUR DREAMS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586

**Credit Hours**
**Min:**
1

## EDU586A - EDUCATION AROUND THEWORLD: A G

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586A

**Credit Hours**
**Min:**
3

## EDU586B - EDUCATION AROUND THE WORLD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586B

**Credit Hours**
**Min:**
3

## EDU586C - BBF:COMPUTER CLASS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586C

**Credit Hours**
**Min:**
1

## EDU586D - ENHANCING CURRICULUM VIA TECHN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586D

**Credit Hours**
**Min:**
2

## EDU586E - MATH STANDARDS & MULTI-AGE GRO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586E

**Credit Hours**
**Min:**
1

## EDU586F - BASIC COMPUTER COURSE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586F

**Credit Hours**
**Min:**
1

## EDU586G - TECHNOLOGY AND THE USE OF THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586G

**Credit Hours**
**Min:**
1

## EDU586H - DBF:COMPUTER PROGRAMS U

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586H

**Credit Hours**
**Min:**
1

## EDU586I - COMPUTER SURVEY COURSE FOR EDU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586I

**Credit Hours**
**Min:**
3

## EDU586J - USING INTERNET IN THE CLASSROO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586J

**Credit Hours**
**Min:**
3

## EDU586K - INTEGRATING TECHNOLOGY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586K

**Credit Hours**
**Min:**
1

## EDU586M - TELECOMMUNICATIONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586M

**Credit Hours**
**Min:**
1

## EDU586N - FEELING SECURE WITH SCHOOL VIE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586N

**Credit Hours**
**Min:**
1

## EDU586O - BASIC CLASSROOM VIDEO TECHNIQU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586O

**Credit Hours**
**Min:**
1

## EDU586P - TECHNOLOGY IN EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586P

**Credit Hours**
**Min:**
3

## EDU586Q - USING TECHNOLOGY IN MIDDLE SCH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586Q

**Credit Hours**
**Min:**
1

## EDU586R - MULTIMEDIA ACADEMY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586R

**Credit Hours**
**Min:**
2

## EDU586S - MATH A WAY OF THINKING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586S

**Credit Hours**
**Min:**
2

## EDU586T - INTERNET 598

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586T

**Credit Hours**
**Min:**
3

## EDU586U - SURVEY COMPUTER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586U

**Credit Hours**
**Min:**
3

## EDU586V - FALL TECHNOLOGY ACADEMY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586V

**Credit Hours**
**Min:**
1

## EDU586X - SITE MATH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586X

**Credit Hours**
**Min:**
3

## EDU586Y - COMPUTERS IN THE ELEMENTARY SC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586Y

**Credit Hours**
**Min:**
3

## EDU586Z - MULTIMEDIA MADE EASY WITH HYPE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
586Z

**Credit Hours**
**Min:**
1

## EDU587 - SEMINAR IN MEDIDATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587

**Credit Hours**
**Min:**
1

## EDU587A - BASIC COMP APP EMPHASISING THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587A

**Credit Hours**
**Min:**
1

## EDU587C - OPERATION PHYSICS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587C

**Credit Hours**
**Min:**
1

## EDU587D - LASER MANIA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587D

**Credit Hours**
**Min:**
1

## EDU587E - EXPLORING TECHNOLOGY IN ELEMEN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587E

**Credit Hours**
**Min:**
1

## EDU587F - INTRO TO MACINTOSH OPERATING S

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587F

**Credit Hours**
**Min:**
1

## EDU587G - WORD PROCESSING & ON-LINE AC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587G

**Credit Hours**
**Min:**
2

## EDU587I - ADVANCED PLACEMENT CALCULUS FO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587I

**Credit Hours**
**Min:**
3

## EDU587J - WORD FOR ADMINISTRATORS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587J

**Credit Hours**
**Min:**
1

## EDU587K - INTRODUCTION TO COMPUTERS & MI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587K

**Credit Hours**
**Min:**
1

## EDU587L - MATH METHODS AND MATERIALS KIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587L

**Credit Hours**
**Min:**
3

## EDU587N - IMPLEMENTATION OF DODEA MATH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587N

**Credit Hours**
**Min:**
1

## EDU587O - EMPHASIS ON TECHNOLOGY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587O

**Credit Hours**
**Min:**
1

## EDU587P - COMPUTER TECHNOLOGY WORD 6

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587P

**Credit Hours**
**Min:**
1

## EDU587Q - SG: COMPUTER TECH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587Q

**Credit Hours**
**Min:**
1

## EDU587R - DBF: TECHNOLOGY FOR TEACHING I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587R

**Credit Hours**
**Min:**
1

## EDU587S - NEW TECHNOLOGY IN THE CLASS (M

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587S

**Credit Hours**
**Min:**
1

## EDU587T - MATHEMATICS EXPECTANCIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587T

**Credit Hours**
**Min:**
1

## EDU587U - COMPUTER TECH INTEGRATION INTO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587U

**Credit Hours**
**Min:**
1

## EDU587V - STRATEGIES USING TECHNOLOGY TO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587V

**Credit Hours**
**Min:**
2

## EDU587W - SPRING ELEMENTARY TECHNOLOGY A

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587W

**Credit Hours**
**Min:**
1

## EDU587X - USING THE INTERNET TO SUPPORT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587X

**Credit Hours**
**Min:**
2

## EDU587Y - INTRO TO MULTIMEDIA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
587Y

**Credit Hours**
**Min:**
2

**Credit Hours**
**Min:**
2

## EDU588C - KINDERMUSIK

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
588C

**Credit Hours**
**Min:**
2

## EDU588D - THE CURRICULUM WEAVERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
588D

**Credit Hours**
**Min:**
1

## EDU588E - RESOURCE BASED LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
588E

**Credit Hours**
**Min:**
2

## EDU588F - WHOLE LANGUAGE: A CLASSROOM PE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
588F

**Credit Hours**
**Min:**
1

## EDU588H - MATH IMPLEMENTATIONS7&8

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
588H

## EDU588J - MATHEMATICS & TECHNOLOGY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
588J

**Credit Hours**
**Min:**
2

## EDU588O - MATH IMPLEMTATION (K-6) TRAIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
588O

**Credit Hours**
**Min:**
2

## EDU588Q - APPLIED MATHEMATICS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
588Q

**Credit Hours**
**Min:**
3

## EDU588R - BASIC TROUBLE SHOOTING TECHNIQ

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
588R

**Credit Hours**
**Min:**
1

## EDU588S - DESKTOP PUBLISHING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
588S

**Credit Hours**
**Min:**
1

**Credit Hours**
**Min:**
1

## EDU588T - POWER POINT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
588T

**Credit Hours**
**Min:**
1

## EDU588Y - I CAN LEARN ABOUT SOFTWARE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
588Y

**Credit Hours**
**Min:**
1

## EDU588U - HYPERSTUDIO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
588U

**Credit Hours**
**Min:**
1

## EDU588Z - CREATING MULTIMEDIA WITH LINKW

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
588Z

**Credit Hours**
**Min:**
1

## EDU588V - COMPUTER TECHOLGY & INSTRUCTIO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
588V

**Credit Hours**
**Min:**
1

## EDU589 - NEW DIRECTIONS IN WEST SPIRITU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589

**Credit Hours**
**Min:**
1

## EDU588W - MATH METHODS (K-6)

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
588W

**Credit Hours**
**Min:**
2

## EDU589A - CLASSROOM VIDEO TECHNIQUES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589A

**Credit Hours**
**Min:**
1

## EDU588X - ClarisWorks in the Classroom

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
588X

## EDU589B - INSIGHT INTO JUNGIAN PSYCH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589B

**Credit Hours**
**Min:**
1

## EDU589C - EDUCATION IN CHINA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589C

**Credit Hours**
**Min:**
3

## EDU589D - INTERNATIONAL EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589D

**Credit Hours**
**Min:**
1

## EDU589E - INTEGRATING THE COMPUTER IN TH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589E

**Credit Hours**
**Min:**
2

## EDU589F - TECHNOLOGY IN MATHEMATICS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589F

**Credit Hours**
**Min:**
1

## EDU589G - CONSTRUCTIVIST APPROTO HETEROG

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589G

**Credit Hours**
**Min:**
2

## EDU589H - ISSUES IN MATH/SCIENCE STANDAR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589H

**Credit Hours**
**Min:**
1

## EDU589I - MATH METHODS FOR MIDDLE SCHOOL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589I

**Credit Hours**
**Min:**
1

## EDU589J - INTRO TO PENTIUM FOR ELEMENTAR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589J

**Credit Hours**
**Min:**
2

## EDU589K - COMPUTER MANAGEMENT SKILLS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589K

**Credit Hours**
**Min:**
1

## EDU589L - TEACHERS CONNECTED TO THE INTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589L

**Credit Hours**
**Min:**
1

## EDU589M - MULTIMEDIA CURRICULUM FOR THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589M

**Credit Hours**
**Min:**
1

## EDU589N - STUDY COURSE FOR ELEMENTARY MA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589N

**Credit Hours**
**Min:**
1

## EDU589P - INTRODUCTION TO THE INTERNET F

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589P

**Credit Hours**
**Min:**
1

## EDU589Q - EDUCATOR'S GUIDE TO MICROSOFT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589Q

**Credit Hours**
**Min:**
1

## EDU589R - EDUCATOR'S GUIDE TO MICROSOFT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589R

**Credit Hours**
**Min:**
1

## EDU589S - INTRODUCTION TO NEW TECHNOLOGY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589S

**Credit Hours**
**Min:**
1

## EDU589T - METHODS FOR TEACHING MIDDLE SC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589T

**Credit Hours**
**Min:**
1

## EDU589U - NEW MATH FRAMEWORKS: NEW ADOPT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589U

**Credit Hours**
**Min:**
3

## EDU589V - COMPUTER TECHNOLOGY: DESIGNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589V

**Credit Hours**
**Min:**
1

## EDU589W - EDUCATORS USE THE WORLD WIDE W

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589W

**Credit Hours**
**Min:**
1

## EDU589X - INTEGRATING MATH SCIENCE SOC S

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589X

**Credit Hours**
**Min:**
1

## EDU589Y - HANDS-ON MATH K-8

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589Y

**Credit Hours**
**Min:**
1

## EDU589Z - COMPUTER ISSUES IN EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
589Z

**Credit Hours**
**Min:**
1

## EDU590A - GRANTSMANSHIP FOR TEACHERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590A

**Credit Hours**
**Min:**
1

## EDU590B - CHANGES IN THE FAMILY - Part 2

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590B

**Credit Hours**
**Min:**
3

## EDU590C - INTRODUCTION TO APPLEWORKS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590C

**Credit Hours**
**Min:**
1

## EDU590D - CELEBRATING CULTURAL DIVERSITY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590D

**Credit Hours**
**Min:**
3

## EDU590E - CHALLENGES IN THE CLASSROOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590E

**Credit Hours**
**Min:**
3

## EDU590F - THE INFORMED PROFESSIONAL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590F

**Credit Hours**
**Min:**
3

## EDU590G - SOCIOLOGICAL ISSUES IN EDUCATI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590G

**Credit Hours**
**Min:**
3

## EDU590H - CULTURAL DIVERSITY: ADMIN CONF

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590H

**Credit Hours**
**Min:**
2

## EDU590I - ANTI-BIAS CURR: THE MEXICAN-AM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590I

**Credit Hours**
**Min:**
3

## EDU590J - SOCIOLOGICAL ISSUES IN EDUCATI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590J

**Credit Hours**
**Min:**
3

## EDU590K - SELF-CARE FOR THE EDUCATOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590K

**Credit Hours**
**Min:**
1

## EDU590L - MULTICULTURAL EDUCATION: TRAIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590L

**Credit Hours**
**Min:**
2

## EDU590M - CULTURES ACROSS THE CURRICULUM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590M

**Credit Hours**
**Min:**
3

## EDU590P - CHILD ABUSE WORKSHOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590P

**Credit Hours**
**Min:**
2

## EDU590R - SOCIAL VALUES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590R

**Credit Hours**
**Min:**
3

## EDU590S - COMPUTER LITERACY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590S

**Credit Hours**
**Min:**
1

## EDU590T - ISSUES IN EDUCATION III

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590T

**Credit Hours**
**Min:**
1

## EDU590U - PLANNING AND PREPARING FOR THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590U

**Credit Hours**
**Min:**
3

## EDU590V - INTEG TECH WITH CURR 1:RESOURC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590V

**Credit Hours**
**Min:**
1

## EDU590W - INTEG TECH WITH CURR 111:RESOU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590W

**Credit Hours**
**Min:**
1

## EDU590X - TOOL KIT STUDY GROUP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590X

**Credit Hours**
**Min:**
1

## EDU590Z - WRITING - THE MODES OF DISCOUR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
590Z

**Credit Hours**
**Min:**
1

## EDU591 - FAMILIES AND SCHOOLS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591

**Credit Hours**
**Min:**
3

## EDU591A - MAKE IT TAKE IT LEARN MATH AND

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591A

**Credit Hours**
**Min:**
3

## EDU591B - ALL IN THE FAMILY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591B

**Credit Hours**
**Min:**
3

## EDU591C - THE ESSENTIALS OF SITUATIONAL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591C

**Credit Hours**
**Min:**
2

## EDU591D - CONNECTIONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591D

**Credit Hours**
**Min:**
3

## EDU591E - SUICIDE INTERVENTION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591E

**Credit Hours**
**Min:**
1

## EDU591F - ISSUES FOR THE 90'S

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591F

**Credit Hours**
**Min:**
3

## EDU591G - EDUCATIONAL REFORM: ROADMAP TH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591G

**Credit Hours**
**Min:**
3

## EDU591H - TAPPING COMMUNITY RESOURCES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591H

**Credit Hours**
**Min:**
3

## EDU591I - PROFESSIONAL AS PERSON IN THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591I

**Credit Hours**
**Min:**
3

## EDU591K - CREATING PEACEFUL CLASSROOMS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591K

**Credit Hours**
**Min:**
1

## EDU591L - CREATING PEACEFUL SCHOOLS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591L

**Credit Hours**
**Min:**
3

## EDU591M - ISSUES OF DIVERSITY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591M

**Credit Hours**
**Min:**
3

## EDU591N - MTG CHALLENGE DIVERS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591N

**Credit Hours**
**Min:**
1

## EDU591P - HUMAN RELATIONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591P

**Credit Hours**
**Min:**
1

## EDU591Q - FAMILIES & SCHOOLS:COPING WITH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591Q

**Credit Hours**
**Min:**
1

## EDU591R - ENGLISH LANGUAGE ARTS TRAINING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591R

**Credit Hours**
**Min:**
1

## EDU591S - DATA DRIVEN DECISION MAKING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591S

**Credit Hours**
**Min:**
1

## EDU591T - S.T.A.R. POWER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591T

**Credit Hours**
**Min:**
3

## EDU591U - MANAGING NT AND NOVELL NETWORK

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591U

**Credit Hours**
**Min:**
2

## EDU591V - CLASSROOM TECHNOLOGY INTEGRATI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591V

**Credit Hours**
**Min:**
2

## EDU591W - TECHNOLOGY INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591W

**Credit Hours**
**Min:**
1

**Credit Hours**
**Min:**
3

## EDU591X - CURRICULUM ALIGNMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591X

**Credit Hours**
**Min:**
1

## EDU591Y - ADOLESCENT COUNSELING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591Y

**Credit Hours**
**Min:**
3

## EDU591Z - NOVELL NETWARE 4.11 FOR EDUCAT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
591Z

**Credit Hours**
**Min:**
1

## EDU592 - CURRICULUM ALIGNMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
592

**Credit Hours**
**Min:**
3

## EDU592A - CURRICULM ALIGNMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
592A

## EDU592B - FIELD EXPERIENCES IN CURRICULU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
592B

**Credit Hours**
**Min:**
3

## EDU592C - ACTIVE TEACHING - EFFECTIVE LE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
592C

**Credit Hours**
**Min:**
3

## EDU592D - FIELD EXPERIENCES IN CURRICULU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
592D

**Credit Hours**
**Min:**
3

## EDU592E - TCI SUMMER INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
592E

**Credit Hours**
**Min:**
3

## EDU592F - THE THREE C'S

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
592F

**Credit Hours**
**Min:**
3

## EDU592G - LEADERSHIP SKILLS FOR WOMEN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
592G

**Credit Hours**
**Min:**
3

## EDU592H - COLONIAL WILLIAMSBURG

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
592H

**Credit Hours**
**Min:**
3

## EDU592I - AIDS EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
592I

**Credit Hours**
**Min:**
3

## EDU592J - ALCOHOL EDUCATION FOR K-12 GRA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
592J

**Credit Hours**
**Min:**
3

## EDU592M - PROJECT BASED LEARNING THRU MU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
592M

**Credit Hours**
**Min:**
2

## EDU592R - WINDOWS NT 4.0

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
592R

**Credit Hours**
**Min:**
1

## EDU592S - INTRODUCTION TO WORD 97

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
592S

**Credit Hours**
**Min:**
1

## EDU592X - INTRODUCTION TO POWER POINT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
592X

**Credit Hours**
**Min:**
1

## EDU593 - PROJECT IMPACT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593

**Credit Hours**
**Min:**
1

## EDU593A - PROJECT IMPACT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593A

**Credit Hours**
**Min:**
2

## EDU593B - PROJECT IMPACT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593B

**Credit Hours**
**Min:**
1

## EDU593C - STAGES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593C

**Credit Hours**
**Min:**
1

## EDU593D - DODDS PACIFIC RIM: GEOGRAPHY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593D

**Credit Hours**
**Min:**
3

## EDU593E - CULTURAL DIVERSITY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593E

**Credit Hours**
**Min:**
3

## EDU593F - PACIFIC RIM HISTORY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593F

**Credit Hours**
**Min:**
3

## EDU593G - PACIFIC RIM ECONOMICS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593G

**Credit Hours**
**Min:**
3

## EDU593H - CAPITAL RESOURCES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593H

**Credit Hours**
**Min:**
3

## EDU593I - REMEMBERING AMERICA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593I

**Credit Hours**
**Min:**
1

## EDU593K - SUBSTANCE ABUSE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593K

**Credit Hours**
**Min:**
3

## EDU593L - CHILDHOOD B TO A

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593L

### Credit Hours

**Min:**
3

## EDU593M - GLOBAL EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593M

### Credit Hours

**Min:**
1

## EDU593N - ISSUES 21ST CENTURY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593N

### Credit Hours

**Min:**
3

## EDU593O - NEW VISION,NEW ACT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593O

### Credit Hours

**Min:**
1

## EDU593P - EVERYBODY'S BUSINESS: DRUG FRE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593P

### Credit Hours

**Min:**
1

## EDU593R - VALUES REALIZATION II

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593R

### Credit Hours

**Min:**
3

## EDU593S - VALUES REALIZATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593S

### Credit Hours

**Min:**
3

## EDU593T - ADV WORKSHOP WAY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593T

### Credit Hours

**Min:**
1

## EDU593U - CRISIS INFLUENCES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593U

### Credit Hours

**Min:**
3

## EDU593W - LANGUAGE ARTS - THE WORKSHOP W

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593W

### Credit Hours

**Min:**
2

## EDU593X - CRISIS RESPONSE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593X

**Credit Hours**
**Min:**
1

## EDU593Y - INTRODUCTION TO EXCEL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593Y

**Credit Hours**
**Min:**
1

## EDU593Z - RESEARCH AND PUBLISHING WITH N

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
593Z

**Credit Hours**
**Min:**
1

## EDU594 - GROUP LEADERSHIP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594

**Credit Hours**
**Min:**
1

## EDU594A - HEALTHY BODIES - HEALTHY MINDS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594A

**Credit Hours**
**Min:**
3

## EDU594B - EAST CENTRAL EUROPE & USSR UPD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594B

**Credit Hours**
**Min:**
3

## EDU594C - PROMOTING HEALTH AWARENESS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594C

**Credit Hours**
**Min:**
1

## EDU594D - PROMOTING HEALTH AWARENESS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594D

**Credit Hours**
**Min:**
1

## EDU594E - HEALTH ACTIVITIES FOR THE CLAS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594E

**Credit Hours**
**Min:**
2

## EDU594F - SUPERVISION COURSE IN MARRIAGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594F

**Credit Hours**
**Min:**
2

## EDU594G - MULTI-CULTURAL STUDIES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594G

**Credit Hours**
**Min:**
2

## EDU594H - WORKSHOP WAY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594H

**Credit Hours**
**Min:**
3

## EDU594I - CREATING SUCCESSFUL HOME & SCH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594I

**Credit Hours**
**Min:**
3

## EDU594J - VALUES REALIZATION I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594J

**Credit Hours**
**Min:**
3

## EDU594K - A WORLD OF DIFFERENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594K

**Credit Hours**
**Min:**
1

## EDU594L - STREET GANGS FROM "A TO Z"

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594L

**Credit Hours**
**Min:**
3

## EDU594M - LEGAL ISSUES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594M

**Credit Hours**
**Min:**
1

## EDU594N - HARVEST OF IDEAS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594N

**Credit Hours**
**Min:**
1

## EDU594O - WORKSHOP WAY: PHONICS(K-3) ENG

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594O

**Credit Hours**
**Min:**
1

## EDU594P - CROSS CULTURAL CONNECTIONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594P

**Credit Hours**
**Min:**
2

## EDU594Q - WORKSHOP WAY READING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594Q

**Credit Hours**
**Min:**
1

## EDU594R - MULTICULTURAL STUDIES/ EMERGING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594R

**Credit Hours**
**Min:**
2

## EDU594S - TOWARDS 2000: CHALLENGES IN TH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594S

**Credit Hours**
**Min:**
1

## EDU594T - DRUG BABIES: THE EDUC OF THE N

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594T

**Credit Hours**
**Min:**
3

## EDU594U - MAINSTREAMING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594U

**Credit Hours**
**Min:**
3

## EDU594V - HEALTH EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594V

**Credit Hours**
**Min:**
3

## EDU594W - TOWARD 2000:STRATEGIES FOR SUC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594W

**Credit Hours**
**Min:**
1

## EDU594X - STUDY GROUP: THIRD CULTURE KID

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594X

**Credit Hours**
**Min:**
1

## EDU594Y - COUNSELING ISSUES 90

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594Y

**Credit Hours**
**Min:**
1

## EDU594Z - CRISIS IN CLASSROOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
594Z

**Credit Hours**
**Min:**
3

## EDU595 - SLINGERLAND INSTITUTE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
595

**Credit Hours**
**Min:**
6

## EDU595B - PHYSICAL EDUCATION CONFERENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
595B

**Credit Hours**
**Min:**
1

## EDU595C - MOTIVATION TEACHERS AND STUDEN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
595C

**Credit Hours**
**Min:**
3

## EDU595D - CURRICULUM AND INSTRUCTION FOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
595D

**Credit Hours**
**Min:**
3

## EDU595E - TECHNOLOGY FOR INCLUSION - CAL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
595E

**Credit Hours**
**Min:**
1

## EDU595F - SIGN LANGUAGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
595F

**Credit Hours**
**Min:**
3

## EDU595G - TRANSITION: A BRIDGE FROM SCHO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
595G

**Credit Hours**
**Min:**
1

## EDU595H - CONNECT FOR SUCCESS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
595H

**Credit Hours**
**Min:**
1

## EDU595J - SEE SIGN LANGUAGE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
595J

**Credit Hours**
**Min:**
3

## EDU595K - HOME ECON 21ST CENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
595K

**Credit Hours**
**Min:**
2

**Credit Hours**
**Min:**
1

## EDU595L - FIRST AID AND CPR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
595L

**Credit Hours**
**Min:**
1

## EDU595U - INTERNET SKILLS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
595U

**Credit Hours**
**Min:**
1

## EDU595O - INTEGRATING SPREADSHEETS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
595O

**Credit Hours**
**Min:**
1

## EDU595X - WEB DESIGN FOR EDUCATORS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
595X

**Credit Hours**
**Min:**
1

## EDU595Q - USING WORD PROCESSING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
595Q

**Credit Hours**
**Min:**
1

## EDU596B - Developmental Theory (Psycholo

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596B

**Credit Hours**
**Min:**
2

## EDU595R - USING MICROSOFT ACCESS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
595R

**Credit Hours**
**Min:**
1

## EDU596C - HISTORY OF GUAM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596C

**Credit Hours**
**Min:**
3

## EDU595T - MICROSOFT OUTLOOK 98

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
595T

## EDU596D - AMAE CONFERENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596D

**Credit Hours**
**Min:**
1

## EDU596F - LEADERSHIP & EQUITY FOR ELEMEN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596F

**Credit Hours**
**Min:**
1

## EDU596G - LEADERSHIP IMPLEM OF INTEG REA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596G

**Credit Hours**
**Min:**
1

## EDU596H - ELECTRONIC RESEARCH IN EDUCATI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596H

**Credit Hours**
**Min:**
1

## EDU596I - USE OF CAI SOFTWARE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596I

**Credit Hours**
**Min:**
1

## EDU596J - SCHOOL IMPROVEMENT - EDUCATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596J

**Credit Hours**
**Min:**
1

## EDU596K - SCHOOL IMPROVEMENT - CORE PLAN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596K

**Credit Hours**
**Min:**
6

## EDU596L - SCH IMPROVEMENT - STRATIC PLAN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596L

**Credit Hours**
**Min:**
6

## EDU596M - SCHOOL IMPROVEMENT - ACTION TE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596M

**Credit Hours**
**Min:**
3

## EDU596N - COMPACT SUMMER INTERNSHIP PROG

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596N

**Credit Hours**
**Min:**
3

## EDU596O - IMPLEMENTING SCHOOL-HOME PARTN

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596O

**Credit Hours**
**Min:**
1

## EDU596P - IMPLEMENTING SCHOOL SUPPORT TE

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596P

**Credit Hours**
**Min:**
1

## EDU596Q - MICROSOFT OUTLOOK FOR CLASSROO

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596Q

**Credit Hours**
**Min:**
1

## EDU596S - MAKING BOOKS,CREATING REPTS,WR

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596S

**Credit Hours**
**Min:**
3

## EDU596T - CREATING WORKSHOP MATERIALS IN

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596T

**Credit Hours**
**Min:**
2

## EDU596U - CULTURAL AWARENESS/DIVERSITY

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596U

**Credit Hours**
**Min:**
1

## EDU596V - INFUSING TECHNOLOGY INTO THE C

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596V

**Credit Hours**
**Min:**
1

## EDU596W - INTEGRATING SPECIAL AREAS INTO

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596W

**Credit Hours**
**Min:**
1

## EDU596X - USING AUTHENIC ASSESS TO PLAN

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596X

**Credit Hours**
**Min:**
2

## EDU596Y - STRATEGIC PLANNING FOR EDUCATO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596Y

**Credit Hours**
**Min:**
1

## EDU596Z - AVID INSTITUTE - SO CALIFORNIA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
596Z

**Credit Hours**
**Min:**
1

## EDU597 - SUPERVISION & COORDINATION THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597

**Credit Hours**
**Min:**
6

## EDU597A - INSTRUCTIONAL PRACTICES ADULT/

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597A

**Credit Hours**
**Min:**
6

## EDU597B - PRINCIPLES OF VOCATIONAL INSTR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597B

**Credit Hours**
**Min:**
2

## EDU597C - INSTRUCTIONAL PRACTICE OF ADUL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597C

**Credit Hours**
**Min:**
6

## EDU597D - NEW TEACHER INSERVICE WORKSHOP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597D

**Credit Hours**
**Min:**
1

## EDU597E - STAMM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597E

**Credit Hours**
**Min:**
1

## EDU597F - SUPERVISION & COORDINATION THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597F

**Credit Hours**
**Min:**
3

## EDU597G - LIMITED ENGLISH ADLT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597G

**Credit Hours**
**Min:**
1

## EDU597H - INSTRUCTIONAL PRAC OF ADULT ED

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597H

**Credit Hours**
**Min:**
6

## EDU597I - PAINT A BRIGHTER CREDIT FUTURE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597I

**Credit Hours**
**Min:**
1

## EDU597K - ISSUES IN ESL INSTRUCTION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597K

**Credit Hours**
**Min:**
1

## EDU597M - INSTANT PERSONALITY PHONICS AC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597M

**Credit Hours**
**Min:**
1

## EDU597N - ACTIVITY BASED LEARNING PROGRA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597N

**Credit Hours**
**Min:**
1

## EDU597P - INTERNATIONAL READING ASSOC: M

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597P

**Credit Hours**
**Min:**
1

## EDU597Q - SUPERIVISION OF ACTION RESEARC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597Q

**Credit Hours**
**Min:**
3

## EDU597R - PICTURE THIS: A CLOSER LOOK AT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597R

**Credit Hours**
**Min:**
3

## EDU597S - RESEARCH DESIGN/RESEARCH METHO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597S

**Credit Hours**
**Min:**
3

## EDU597T - INTEGRATING SERVICE LEARNING I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597T

**Credit Hours**
**Min:**
1

## EDU597U - EUROPEAN PTSA CONVENTION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597U

**Credit Hours**
**Min:**
1

## EDU597V - HEALTH EDUCATION FOR DESIGNATE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597V

**Credit Hours**
**Min:**
1

## EDU597W - SERVICE LEARNING

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597W

**Credit Hours**
**Min:**
1

## EDU597Z - AVID SUMMER INSTITUTE - NORTHE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
597Z

**Credit Hours**
**Min:**
2

## EDU598 - COMPUTER MANAGEMENT SKILLS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
598

**Credit Hours**
**Min:**
1

## EDU598A - VALUES REALIZATION - I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
598A

**Credit Hours**
**Min:**
3

## EDU598C - NON-SPEECH COMMUNICATION

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
598C

**Credit Hours**
**Min:**
1

## EDU598D - CORRECTIVE LEARNING STYLES

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
598D

**Credit Hours**
**Min:**
2

## EDU598K - COMPUTER MANAGEMENT SKILLS (LE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
598K

**Credit Hours**
**Min:**
2

## EDU598L - LEADERSHIP FOR LITERACY

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
598L

**Credit Hours**
**Min:**
2

## EDU598M - WEB PAGE DESIGN - BEGINNERS SE

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
598M

**Credit Hours**
**Min:**
1

## EDU598N - WEB PAGE DESIGN - INTERMEDIATE

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
598N

**Credit Hours**
**Min:**
1

## EDU599 - STORYTELLING AND ADULT FAITH F

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599

**Credit Hours**
**Min:**
1

## EDU599A - Is/Project Inform I

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599A

**Credit Hours**
**Min:**
1

## EDU599B - Is/Project Inform II

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599B

**Credit Hours**
**Min:**
1

## EDU599C - Is/Project Inform III

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599C

**Credit Hours**
**Min:**
1

## EDU599D - Is/Project Inform IV

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599D

**Credit Hours**
**Min:**
1

## EDU599E - Is/Project Inform V

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599E

**Credit Hours**
**Min:**
1

## EDU599F - Is/Project Inform Vi

General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599F

### Credit Hours

**Min:**
1

## EDU599G - Is/Project Inform VII

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599G

### Credit Hours

**Min:**
1

## EDU599H - Is/Project Inform VIII

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599H

### Credit Hours

**Min:**
1

## EDU599I - Is/Project Inform IX

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599I

### Credit Hours

**Min:**
1

## EDU599J - Is/Project Inform X

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599J

### Credit Hours

**Min:**
1

## EDU599K - Is/Project Inform XI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599K

### Credit Hours

**Min:**
1

## EDU599L - Is/Project Inform XII

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599L

### Credit Hours

**Min:**
1

## EDU599M - Is/Project Inform XIII

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599M

### Credit Hours

**Min:**
1

## EDU599N - Is/Project Inform XIV

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599N

### Credit Hours

**Min:**
1

## EDU599O - Is/Project Inform XV

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599O

### Credit Hours

**Min:**
1

## EDU599P - IS/PROJECT INFORM XVI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599P

### Credit Hours

**Min:**
1

## EDU599Q - IS/PROJECT INFORM XVII

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599Q

### Credit Hours

**Min:**
1

## EDU599R - IS/PROJECT INFORM XVIII

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599R

### Credit Hours

**Min:**
1

## EDU599S - IS/PROJECT INFORM XIX

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599S

### Credit Hours

**Min:**
1

## EDU599T - IS/PROJECT INFORM XX

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599T

### Credit Hours

**Min:**
1

## EDU599U - IS/PROJECT INFORM XXI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599U

### Credit Hours

**Min:**
1

## EDU599V - IS/PROJECT INFORM XXII

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599V

### Credit Hours

**Min:**
1

## EDU599W - IS/PROJECT INFORM XXIII

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599W

### Credit Hours

**Min:**
1

## EDU599X - IS/PROJECT INFORM XXIV

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599X

### Credit Hours

**Min:**
1

## EDU599Y - IS/PROJECT INFORM XXV

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599Y

### Credit Hours

**Min:**
1

## EDU599Z - IS/PROJECT INFORM XXVI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
599Z

### Credit Hours
**Min:**
1

## EDU601 - EFFECTIVE HUMAN RELATIONS TRAI

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
601

### Credit Hours
**Min:**
3

## EDU690A - ART ACROSS THE CIRICULUM

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
690A

### Credit Hours
**Min:**
3

## EDU700 - ASIAN STUDIES: TAIWAN

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
700

### Credit Hours
**Min:**
2

## EDU700A - OL/TRANSITIONING FROM CLASSROO

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
700A

**Course Description**
You are considering doing an administrative credential and are excited about the possibility of a pay scale increase- Great! Then what? This course will give you an introduction to topics an administrative credential program would cover. You will also reduce the learning curve you face when shifting from the classroom to administration with practical tips and strategies based on case studies and real world scenarios. Topics to be covered will include discipline, instructional leadership, dealing with difficult parents, and more.

### Credit Hours
**Min:**
3

## EDU700B - OL/UNDERSTANDING DATA FOR THE

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
700B

**Course Description**
Understanding Data for the Secondary ClassroomTeachers frequently hear "use data-driven strategies, set data-driven targets." There is almost overwhelming amounts of data available for California teachers. How do you look at it without being overwhelmed? How do you actually apply it to instruction? This course will teach you how to look at the data in a way that allows you to immediately impact instruction and student achievement in your classroom as well as being comfortable with the data, know the data resources available to you, and know which strategies to use to change your classroom to be a more effective instructional space and contribute to overall school improvement.

### Credit Hours
**Min:**
3

## EDU700C - READ 180: NEXT GENERATION/BEST

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
700C

### Credit Hours
**Min:**
3

## EDU700D - ALIGNING MEANINGFUL ACT WITH S

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
700D

### Credit Hours
**Min:**
3

## EDU700F - SUPPORTING DIFF INSTR TO INCRE

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
700F

**Credit Hours**
**Min:**
1

## EDU700G - UTILIZING LITERACY CAFE IN THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
700G

**Credit Hours**
**Min:**
3

## EDU700H - AVID - CREATING AN ENVIRONMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
700H

**Credit Hours**
**Min:**
1

## EDU700I - GUAM IRA: SHARING THE POWER OF

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
700I

**Credit Hours**
**Min:**
1

## EDU700J - WOODCOCK: JOHNSON III TESTS OF

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
700J

**Credit Hours**
**Min:**
2

## EDU700K - HELPING STUDENTS MAKE SUCCESSF

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
700K

**Credit Hours**
**Min:**
2

## EDU701 - COLLABORATING ON MENTAL HEALTH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
701

**Credit Hours**
**Min:**
1

## EDU701I - Recovery-oriented Case Management

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDU

**Course Number**
701I

**Course Description**
This course will focus on the components and principles of Recovery Oriented Case Management. The course will examine the strength based, client centered advocacy and resiliency models in Recovery Oriented Case Management. The course will look at various systems of care including community, public and private mental health and social services including how they can support Recovery Oriented Case Management. The course will address how diversity, socio-economic status and poverty may affect and be affected by, the implementation of Recovery Oriented Case Management. The course will examine how marriage and family therapists in their clinical practice can use Recovery Oriented Case Management to more fully serve and benefit individuals, couples and families.

**Credit Hours**
**Min:**
1

## EDU701L - Recovery-oriented Case Management

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDU

**Course Number**
701L

**Course Description**
This course will focus on the components and principles of Recovery Oriented Case Management. The course will examine the strength based, client centered advocacy and resiliency models in Recovery Oriented Case Management. The course will look at various systems of care including community, public and private mental health and social services including how they can support Recovery Oriented Case Management. The course will address how diversity, socio-economic status and poverty may affect and be affected by, the implementation of Recovery Oriented Case Management. The course will examine how marriage and family therapists in their clinical practice can use Recovery Oriented Case Management to more fully serve and benefit individuals, couples and families.

**Credit Hours**
**Min:**
1

## EDU702A - RESEARCHED BASED STRATEGIES/ SU

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
702A

**Credit Hours**
**Min:**
3

## EDU702I - Collaborative Care

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDU

**Course Number**
702I

**Course Description**
This course examines various models of collaborative care and the clinical competencies and skills MFT's need to work successfully on collaborative care teams. This course will also examine the biopsychosocialspiritual aspects of illness and how MFT's can assess and manage common mental health, psychosocial and health behavior issues in primary care settings and recovery oriented practice environments. Contextual issues such as race/ethnicity, age, sexual orientation, religion and socioeconomic status (SES) and how they inform collaborative care practices will also be discussed.

**Credit Hours**
**Min:**
1

## EDU702L - Collabortive Care

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDU

**Course Number**
702L

**Course Description**
This course examines various models of collaborative care and the clinical competencies and skills MFT's need to work successfully on collaborative care teams. This course will also examine the biopsychosocialspiritual aspects of illness and how MFT's can assess and manage common mental health, psychosocial and health behavior issues in primary care settings and recovery oriented practice environments. Contextual issues such as race/ethnicity, age, sexual orientation, religion and socioeconomic status (SES) and how they inform collaborative care practices will also be discussed.

**Credit Hours**
**Min:**
1

## EDU703I - Individual, Family, & Community Trauma

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDU

**Course Number**
703I

**Course Description**
This course is designed to introduce students to how trauma affects individuals, families and communities, including the nature of trauma (e.g., abuse, combat, natural disasters), grief reactions and traumatic stress. Also included in this class is an exploration of the therapist's response to trauma, crisis intervention, comorbid disorders and general treatment issues. Students will review evidence-based practices in the trauma field. The instructor uses a culturally-informed perspective to teach the class.

**Credit Hours**
**Min:**
1

## EDU703L - Individual, Family, and Community Trauma

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDU

**Course Number**
703L

**Course Description**
This course is designed to introduce students to how trauma affects individuals, families and communities, including the nature of trauma (e.g., abuse, combat, natural disasters), grief reactions and traumatic stress. Also included in this class is an exploration of the therapist's response to trauma, crisis intervention, comorbid disorders and general treatment issues. Students will review evidence-based practices in the trauma field. The instructor uses a culturally-informed perspective to teach the class.

**Credit Hours**
**Min:**
1

## EDU704 - ASSESSING FOR ACCOUNTABILITY &

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
704

**Credit Hours**
**Min:**
1

## EDU704I - Treatment of Severe Mental Illness

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDU

**Course Number**
704I

**Course Description**
The purpose of this course is to teach MFT students effective strategies for the treatment of severe mental illness through a balanced exploration of current trends in treatment planning and delivery, research and outcomes, various theoretical perspectives and the specific needs of this unique population of clients. An emphasis will be placed on principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.

### Credit Hours
**Min:**
3

## EDU704L - Treatment of Severe Mental Illness

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDU

**Course Number**
704L

### Credit Hours
**Min:**
3

## EDU713I - DEV READERS/WRITERS THROUGH FO

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
713I

### Credit Hours
**Min:**
3

## EDU718A - EVALUATING EVIDENCE-BASED GUID

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
718A

### Credit Hours
**Min:**
1

## EDU722I - SOUTHERN CALIFORNIA KINDERGART

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
722I

### Credit Hours
**Min:**
1

## EDU723 - INTEGRATING SMART BOARD TECH I

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
723

### Credit Hours
**Min:**
1

## EDU726J - Math Review I

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
726J

### Credit Hours
**Min:**
2

## EDU727I - PORTLAND CLINIC OF CHAMPIONS

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
727I

### Credit Hours
**Min:**
2

## EDU727J - Math Review II

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
727J

### Credit Hours
**Min:**
2

## EDU733A - ASSESSMENT & INTER START FOR S

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
733A

### Credit Hours
**Min:**
1

## EDU734I - GREAT EXPECTATIONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
734I

**Credit Hours**
**Min:**
3

## EDU735A - VISUAL THINKING IN THE PREK-8

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
735A

**Credit Hours**
**Min:**
2

## EDU735I - BUILDING BLOCKS OF EDUCATION W

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
735I

**Credit Hours**
**Min:**
3

## EDU736A - UNDERSTANDING AND DIFFUSING ST

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
736A

**Credit Hours**
**Min:**
1

## EDU738 - GLOBAL CAUSES OF PROBLEM BEHAV

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
738

**Credit Hours**
**Min:**
1

## EDU741 - TECHNOLOGY IN THE CLASSROOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
741

**Credit Hours**
**Min:**
1

## EDU741A - SECOND GRADE COMMON CORE READI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
741A

**Credit Hours**
**Min:**
3

## EDU743 - UNDERSTANDING & USING NOTEBOOK

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
743

**Credit Hours**
**Min:**
1

## EDU743I - ISTE CONFERENCE 2012

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
743I

**Credit Hours**
**Min:**
1

## EDU744I - PICTURE BOOKS 2012: IMPACING L

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
744I

**Credit Hours**
**Min:**
3

## EDU746A - THIRD GRADE COMMON CORE READIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
746A

**Credit Hours**
**Min:**
3

## EDU749A - ESSENTIAL SKILLS FOR SUPPORTIN

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
749A

**Credit Hours**
**Min:**
1

## EDU749J - Patterns, Mandalas & Geometry

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
749J

**Credit Hours**
**Min:**
2

## EDU750 - DANCING IN THE CLASSROOM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
750

**Credit Hours**
**Min:**
3

## EDU750A - COMMUNICATIONS WITH A NEW TEK

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
750A

**Credit Hours**
**Min:**
3

## EDU756 - IMPLEMENTING KINDERGARTEN COMM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
756

**Credit Hours**
**Min:**
3

## EDU756A - EXPLORING THE MULTIAGE APPROAC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
756A

**Credit Hours**
**Min:**
1

## EDU758A - FUNCTIONAL TRAINING FOR YOUTH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
758A

**Credit Hours**
**Min:**
1

## EDU758I - ORTON GILLINGHAM PART 3

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
758I

**Credit Hours**
**Min:**
2

## EDU760A - Advanced Mainstreaming

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
760A

**Credit Hours**
**Min:**
3

## EDU761 - TRI-FIT TECH: PROMOTING DIFF I

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
761

**Credit Hours**
**Min:**
1

## EDU761A - USING LABQUEST W/ VERNIER PROB

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
761A

**Credit Hours**
**Min:**
1

## EDU762 - USD SCIENCE SAMPLER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
762

**Credit Hours**
**Min:**
3

## EDU762A - ADOBE SOFTWARE APPLICATIONS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
762A

**Credit Hours**
**Min:**
3

## EDU764 - MICROSOFT OFFICE SUITE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
764

**Credit Hours**
**Min:**
3

## EDU765 - EXAMVIEW SOFTWARE & DIFFERENTI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
765

**Credit Hours**
**Min:**
1

## EDU765A - BALANCING THE LEADERSHIP ROLE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
765A

**Credit Hours**
**Min:**
1

## EDU766A - DIFFUSING CONFLICT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
766A

**Credit Hours**
**Min:**
1

## EDU767A - DIFFERENTIATION FOR INSTRUCTIO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
767A

**Credit Hours**
**Min:**
1

## EDU768 - TECHNOLOGY & DIFFERENIATED INS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
768

**Credit Hours**
**Min:**
1

## EDU768A - EARLY CHILDHD LDSHIP TR: BUILD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
768A

**Credit Hours**
**Min:**
1

## EDU769 - CLASSROOM ASSESSMENT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
769

**Credit Hours**
**Min:**
1

## EDU769A - ADVANCED PROGRAMMING & ROBOT C

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
769A

**Credit Hours**
**Min:**
2

## EDU770 - STRATEGIES TO IMPROVE QUALITY

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
770

**Credit Hours**
**Min:**
3

## EDU770A - INTRODUCTING WEEBLY IN THE CLA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
770A

**Credit Hours**
**Min:**
1

## EDU771 - INCORPORATING TECHNOLOGY INTO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
771

**Credit Hours**
**Min:**
1

## EDU771A - REFLECTIONS ON CLASSROOM INSTR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
771A

**Credit Hours**
**Min:**
1

## EDU772A - DATA INFORMED MATHEMATICS INST

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
772A

**Credit Hours**
**Min:**
2

## EDU772I - Preparing for School Leadership

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
772I

**Credit Hours**
**Min:**
2

## EDU773 - WEB 2.0 TOOLS TO ENHANCE PROFE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
773

**Credit Hours**
**Min:**
1

## EDU773A - ALGEBRA READINESS FOR EVERY ST

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
773A

**Credit Hours**
**Min:**
3

## EDU773I - Program Evaluation & Improvement

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
773I

**Credit Hours**
**Min:**
2

## EDU774 - WEB 2.0 TOOLS TO ENHANCE YOUR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
774

**Credit Hours**
**Min:**
1

## EDU774A - REASONING & SENSE MAKING IN HI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
774A

**Credit Hours**
**Min:**
3

## EDU774I - Student Discipline, Intervention & Support

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
774I

**Credit Hours**
**Min:**
2

## EDU775I - Instructional Leadership

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
775I

**Credit Hours**
**Min:**
2

## EDU776 - TEACHING ESL STUDENTS IN MAINS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
776

**Credit Hours**
**Min:**
4

## EDU776I - Understanding & Managing

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
776I

**Credit Hours**
**Min:**
2

## EDU777 - LEADERSHIP FOR DIFFERENTIATED

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
777

**Credit Hours**
**Min:**
2

## EDU777A - PLTS: METHODS OF IMPROVING TEA

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
777A

**Credit Hours**
**Min:**
1

## EDU777I - Digital Literacy for Teachers

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
777I

**Credit Hours**
**Min:**
2

## EDU778A - DESIGNING A PBIL EXPERIENCE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
778A

**Credit Hours**
**Min:**
2

## EDU778I - Social Media for Teaching

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
778I

**Credit Hours**
**Min:**
2

## EDU779I - Student-Centered Learning

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
779I

**Credit Hours**
**Min:**
2

## EDU780I - Leadership of Dig Environments

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
780I

**Credit Hours**
**Min:**
2

## EDU781 - CULTURE, ENVIRONMENT AND SCHOO

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
781

**Credit Hours**
**Min:**
3

## EDU781A - USING DIGITAL PHOTOGRAPHY IN T

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
781A

**Credit Hours**
**Min:**
1

## EDU782 - INCENTIVES FOR LEARNING WORKSH

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
782

**Credit Hours**
**Min:**
3

## EDU782A - 2012 DoDDS-EUROPE EMEA ANNUAL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
782A

**Credit Hours**
**Min:**
1

## EDU783 - INTRODUCTION TO NEW TECHNOLOGI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
783

**Credit Hours**
**Min:**
1

## EDU784 - IMPLEMENTING CONSCIOUS DISCIPL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
784

**Credit Hours**
**Min:**
2

## EDU785 - UNIVERSAL ACCESS/ENGLISH LRNS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
785

**Credit Hours**
**Min:**
1

## EDU785A - LINKING TEACHING, LRN & ASSMT

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
785A

**Credit Hours**
**Min:**
2

## EDU786 - HOW TO ORGANIZE A STUDY ABORAD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
786

**Credit Hours**
**Min:**
1

## EDU788 - SMART TEACHER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
788

**Credit Hours**
**Min:**
1

## EDU788A - MIDDLE SCHOOL 101 - Part 2

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
788A

**Credit Hours**
**Min:**
1

## EDU789 - COMMON CORE FIRST GRADE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
789

**Credit Hours**
**Min:**
3

## EDU789I - Faculty Orientation

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
789I

**Credit Hours**
**Min:**
0

## EDU790 - PEDAGOGY FOR 21ST CENTURY TEAC

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
790

**Credit Hours**
**Min:**
3

## EDU790A - INTERACTING WITH INTERACTIVE W

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
790A

**Credit Hours**
**Min:**
1

## EDU790I - Student Orientation

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
790I

**Credit Hours**
**Min:**
0

## EDU791A - STEAM PART 2: PREPARATION, APP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
791A

**Credit Hours**
**Min:**
1

## EDU791I - NYC: Teaching Methods/Diverse

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
791I

**Credit Hours**
**Min:**
3

## EDU792A - DEVELOPING COACHES FOR THE 21S

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
792A

**Credit Hours**
**Min:**
1

## EDU792I - NYC:Special Ed Student

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
792I

**Credit Hours**
**Min:**
3

## EDU793A - 2012 READ 180 NATIONAL SUMMER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
793A

**Credit Hours**
**Min:**
2

## EDU793I - NYC: Balanced Literacy

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
793I

**Credit Hours**
**Min:**
3

## EDU795A - CERAMIC TECHNIQUES IN THE ELEM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
795A

**Credit Hours**
**Min:**
1

## EDU796A - EDUCATIONAL LEADERSHIP IN THE

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
796A

**Credit Hours**
**Min:**
2

## EDU797A - USING BENCHMARK ASSESSMENT SYS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
797A

**Credit Hours**
**Min:**
1

## EDU797B - CREATING CLASSROOMS THAT INSPI

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
797B

**Credit Hours**
**Min:**
6

## EDU798B - PREPARE EFFECTIVE CURRICULUM F

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
798B

**Credit Hours**
**Min:**
6

## EDU5001 - test course

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
5001

**Credit Hours**
**Min:**
1

## EDU5020 - HIGH SCHOOL SCIENCE:USING MICR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
5020

**Credit Hours**
**Min:**
2

## EDU5020F - INTEGRATION OF DDESS STANDARDS

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
5020F

**Credit Hours**
**Min:**
1

## EDU5119 - DEVELOPING A WRITING PROGRAM

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
5119

**Credit Hours**
**Min:**
3

## EDU5132T - LANGUAGE ARTS IN AN EARLY CHIL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
5132T

**Credit Hours**
**Min:**
1

## EDU5220 - LANG ARTS IN INTERM GRADES FOR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
5220

**Credit Hours**
**Min:**
3

## EDU5290A - EDUCATIONAL ISSUES:SCHOOL IMPR

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
5290A

**Credit Hours**
**Min:**
1

## EDU5290B - EDUCATIONAL ISSUES:LEADERSHIP

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
5290B

**Credit Hours**
**Min:**
1

## EDU5410G - ENGAGING & SUPPORTING ALL STUD

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
5410G

**Credit Hours**
**Min:**
1

## EDU5487 - INTENSIVE LANGUAGE SPANISH LEV

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
5487

**Credit Hours**
**Min:**
3

## EDU5559 - STRATEGIC READING WORKSHOP SER

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
5559

**Credit Hours**
**Min:**
1

## EDU52202 - Who Do You Say I Am?

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
EDU

**Course Number**
52202

**Credit Hours**
**Min:**
1

## EDUC500 - Research Design Methodology

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
500

**Course Description**
This course 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.

**Credit Hours**
**Min:**
3

## EDUC501 - Family, School and Community Partnerships

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
501

**Course Description**
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.

### Credit Hours
**Min:**
3

## EDUC502 - History Teaching Seminar

### General
**College/School**
School of Leadership & Educ.

| Course Subject Code | Course Number |
|---|---|
| EDUC | 502 |

**Course Description**
This course, offered by the School of Education, or SOLES, will discuss teaching methods, evaluate course content, instruct students in the use audio-visual materials and make use of oral presentations to simulate classroom lectures. Essential for those preparing to become teachers or continuing the pursuit of graduate degrees in history.

### Credit Hours
**Min:**
3

## EDUC503 - Instructional Leadership

### General
**College/School**
School of Leadership & Educ.

| Course Subject Code | Course Number |
|---|---|
| EDUC | 503 |

**Course Description**
This course addresses the development, implementation, and assessment of rigorous and coherent systems of curriculum, instruction, and assessment designed to promote each student's academic success. Targeted focus on effective strategies to develop the professional capacity of teachers and other school personnel through effective hiring, coaching, mentoring, and accountability structures.

### Credit Hours
**Min:**
3

## EDUC504 - International and Comparative Education

### General
**College/School**
School of Leadership & Educ.

| Course Subject Code | Course Number |
|---|---|
| EDUC | 504 |

**Course Description**
This course provides an overview of major concepts, methods and current debates in international and comparative education. Among the issues discussed will be gender, race, class, language, socio-political and economic structures, and their relationship to the schooling process. Particular attention will be placed on the development of the field and to the styles of social analysis, which may be applied to comparative and cross-national studies in education, such as the exploration of the relationship between education, culture and society in a global context. The course emphasizes comparative policy studies in education, including studies on globalization and policy borrowing/lending. Each time the course is offered it will address specific issues (e/g/, comparative and international education in the Spanish speaking world) in international educational development as well as comparative studies that analyze teaching and learning in different national contexts.

### Credit Hours
**Min:**
3

### Course Attributes
**Course Attributes**
I

## EDUC505 - Discourse, Schooling and Learning Communities

### General
**College/School**
School of Leadership & Educ.

| Course Subject Code | Course Number |
|---|---|
| EDUC | 505 |

**Course Description**
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 (e.g. 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.

### Credit Hours
**Min:**
3

## EDUC506 - Data Driven Decision Making

### General
**College/School**
School of Leadership & Educ.

| Course Subject Code | Course Number |
|---|---|
| EDUC | 506 |

**Course Description**
This course is a rigorous exploration of how school leaders use data, including standardized and school-based assessments, to drive continuous improvement through site-based decision-making for the express purpose of promoting equitable and culturally responsive opportunities for all students.

### Credit Hours
**Min:**
3

## EDUC507 - Creativity and Innovation in Science, Technology, Engineering, Arts and Math

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
507

**Course Description**
Examination of points of convergence and divergence in the creative processes of artists, scientists, mathematicians and engineers. Candidates will develop a strong foundation of theoretical and applied STEAM knowledge, practical guidance in the development their own unique STEAM toolkits and opportunities to experience and experiment with STEAM learning in their classrooms.

### Credit Hours

**Min:**
3

## EDUC508 - Artistic Modeling and Representation in Science and Math Education

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
508

**Course Description**
An exploration of educational strategies and classroom approaches that leverage the multi-dimensional connections between artistic and scientific observation, inquiry and investigation to strengthen students' content knowledge, critical thinking skills and capacity for innovation.

### Credit Hours

**Min:**
3

## EDUC509 - Engineering Design Process in Math and Science Education

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
509

**Course Description**
Investigation of the intersection between conceptual understanding and real-worldapplication. Candidates will explore strategies for using creative representation, exhibition and project-based learning to enhance student understanding and ensure knowledge transfer.

### Credit Hours

**Min:**
3

## EDUC510 - Cognition and Learning

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
510

**Course Description**
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.

### Credit Hours

**Min:**
3

## EDUC511 - Educational Reform

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
511

**Course Description**
This course 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.

### Credit Hours

**Min:**
1

**Max:**
30

## EDUC512 - The Struggle for Educational Equity

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
512

**Course Description**
Students will analyze the history of the development of the American educational system and acquire theoretical knowledge regarding the social construction of education with a particular focus on issues of diversity, inequity, conflict and social justice within a school context. We will use the U.S. educational system to analyze the struggle to achieve equity and peaceful relations among all groups. As well, we will explore the conflicts and tensions that plague other countries facing similar struggles. The history of the U.S. is a history of conflict and struggle for peace. Racial turmoil and inequity have characterized our political, social, and educational systems. Educators and political leaders from all races have attempted to attain peace among its citizenry and achieve educational access and opportunity for all students, yet racial violence, discrimination, and educational inequity persists. This situation is not unique to the U.S., but rather, is replicated throughout the globe. It begs the question: How do you educate all children equally in multiracial multicultural societies? How do you educate the immigrant, the native, the formerly enslaved and the former slaveholder? We will conduct comparative investigations of educational systems in such places as Mexico, New Zealand and South Africa and expose the theoretical foundations of their educational systems. Focusing on the similarities and/or differences globally, students will critically analyze conventional assumptions about educational access and opportunity and consider ways to reframe problems and improvements that hold the potential for educational change. This course will provide graduate students an opportunity to investigate and reconsider the foundations of education on a global scale. Ball and Cohen (2000) point out that ¿how professionals and researchers understand the enterprise [of education] matters for how they frame problems, for the improvements that seem plausible, and for what they expect from schooling¿. This course will help students to rethink education in a way that challenges individual

deficit perspectives of educational outcomes and instead, examines the historical, legal, political, structural, and cultural factors that have shaped the way schools are organized and the disparate academic achievement that results.

### Credit Hours

**Min:**
3

## EDUC513 - Human Development

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
513

**Course Description**
This course aims to establish a deep understanding of the cognitive, physical, social, moral and personality development and their relationship to learning in aneducational 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.

### Credit Hours

**Min:**
3

**Max:**
30

## EDUC514 - Instructional Technology: Design and Evaluation

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
514

**Course Description**
This course is an advanced graduate-level computer technology course requiring a working knowledge of computers in education. The emphasis is on design, deliveryand 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.

### Credit Hours

**Min:**
3

## EDUC515 - Ethical Leadership in an Era of School Reform

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
515

**Course Description**
Contextualized within the evolving high stakes accountability context of public K-12 education, this course will consider the challenges and opportunities facing educational leaders. The course will examine the history and impact of national, state, and local reform movements, and explore how educational leaders develop, advocate for, and enact a shared mission and vision for excellence and equity within schools and districts. The course will include a focus on ethical and professional norms for school leaders and address legal rights and responsibilities.

### Credit Hours

**Min:**
3

## EDUC516 - Changemakers in K-12 Education: National and International Perspectives

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
516

**Course Description**
This course builds on knowledge and skills on Changemaking that candidates have acquired through a variety of courses in the learning and teaching department. This course explores Changemaking in K-12 in the context of host country's educational system. Candidates examine Ashoka's Changemaker framework in light of the development of empathy, problem-solving, leadership and collaboration to achieve inclusion and social change in the classroom. The course uses empathy as the basis for actions that teachers can take to facilitate their students' development as agents of change. Candidates visit a Changemaker school in San Diego and compare later to Changemaker schools in the host country. The schools abroad are public and Charter Changemaker schools, including at least one with a special education focus. Candidates learn how administrators, teachers, and parents serve and integrate immigrant linguistically diverse students and students with disabilities through inclusive practices. Candidates get familiar with student-centered, cooperative approaches and design thinking-based methodological approaches that are used in Changemaker schools. They analyze the systems, culture, mindset and curriculum in this type of schools. They explore theory and methodology -including assessment practices- used to provide children equal access to the curriculum and skills for the 21st century. Candidates are guided by and co-create lessons with foreign teachers that support children in their development as Changemakers.

### Credit Hours

**Min:**
3

### Course Attributes

**Course Attributes**
I

## EDUC517 - Digitized Learning with Technology

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
517

**Course Description**
This course will address virtual learning by using technology and digitized learning education material that is accessible for all types of learners. Students will learn the foundations and frameworks of educational technology. Students will learn how to use digital content via the Internet and technology tools to transform traditional instruction. Students will also investigate professional development opportunities to keep them current with their profession and the ever changing technology field.

### Credit Hours

**Min:**
3

## EDUC518 - Changemaking with Technology

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
518

**Course Description**
Changemaking involves taking creative action to solve a social problem. Schools and companies are incorporating emerging technologies (e.g., coding, robotics, 3D printing, Virtual Reality, Design Thinking, and interest/strengths exams such as the RIASEC) to enhance learning opportunities and transform instruction. This course provides students with meaningful learning experiences using technology to promote social change. Students will be challenged to think about how technology impacts our daily lives, the way we learn, and how we utilize it in our day to day lives. Students will also gain understanding of how technology can be leveraged to personalize learning for all types of learners including adults. This course is for students to gain innovative and engaging teaching methods for developing 21st century skills and digitized learning.

### Credit Hours

**Min:**
3

## EDUC519 - Instructional Design for Teacher Leaders

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
519

**Course Description**
This course addresses the systematic design of learning experiences and environments. Students analyze, apply, and evaluate principles of instructional design to develop education and training materials spanning a wide range of knowledge domains and instructional technologies. Students learn about the use of instructional design (ID) models and predominant learning theories (behaviorist, cognitive, and constructivist) to create effective learning experiences. Learners explore various elements of the instructional design process, including needs assessment, instructional problems, learner characteristics, instructional objectives, content sequencing, instructional strategies, instructional delivery, evaluation instruments, instructional resources, media selection, and formative evaluation. Prerequisites: EDUC 517 and EDUC 518.

### Credit Hours

**Min:**
3

## EDUC520 - Social Justice and Educational Equity

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
520

**Course Description**
Analysis of the American educational system with a particular focus on issues of diversity, inequity, conflict and social justice within a school context. Historical case studies, contemporary policies and practices, and international comparisons compel consideration of the social construction of education.

### Credit Hours

**Min:**
3

### Course Attributes

**Course Attributes**
I

## EDUC521 - Learning and Cognition

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
521

**Course Description**
Explore key cognitive studies on human cognition and learning. You 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 with an emphasis on the implications for educators and educational researchers. Prerequisites: EDUC 520.

### Credit Hours

**Min:**
3

## EDUC522 - Educational Research Methodology

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
522

**Course Description**
Introduction to the major educational research methods and paradigms with an emphasis on reflective, practitioner-directed inquiry. The course encompasses quantitative methods, qualitative methods, mixed methods, and action research frameworks. Particular emphasis is placed on action research as a reflective and collaborate inquiry for improving educational practices. Prerequisites: EDUC 520, EDUC 521.

### Credit Hours

**Min:**
3

## EDUC523 - Qualitative Methods in Educational Research

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
523

**Course Description**
Applied exploration of qualitative research methodologies such as ethnography, grounded theory, case-study and cross-case comparisons, surveys, observations, document analyses, focus groups and interviews. Opportunity to learn and apply a variety of techniques to analyze data and interpret findings. Prerequisites: EDUC 520, EDUC 521, EDUC 522.

### Credit Hours

**Min:**
3

## EDUC524 - Universal Design Through Technology

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
524

**Course Description**
Universal Design for Learning (UDL) is a teaching approach that helps provide an equal opportunity for all different types of learners. UDL through technology offers flexibility for instruction, accessibility of educational material, and mastery of content using multimedia. Students will learn the “what” of learning, relating to the need to present material in multiple formats. Students will also examine the “how” of learning, by expressing the understanding of content and concepts through assessment options. And finally, students delve into the “why” of learning by studying learning styles and using multi-modalities. Students in this course will use the UDL framework to plan, develop, and evaluate technology based on various learning styles. This is accomplished by using technology and UDL framework to promote inclusion and equity in the classroom. Prerequisites: EDUC 517, EDUC 518, and EDUC 519.

### Credit Hours

**Min:**
3

## EDUC526 - Advanced Methods of Teaching English Language & Academic Dev

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
526

**Course Description**
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.

### Credit Hours

**Min:**
3

## EDUC527 - Communication, Technology and Curriculum Design

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
527

**Course Description**
Theoretical and practical exploration of instructional design principles and their application to STEAM teaching and learning. Candidates will design STEAM-based units for their classrooms and develop evaluation tools to assess students’ content learning, skill development and creative processes.

### Credit Hours

**Min:**
3

## EDUC528 - STEAM and Special Student Populations

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
528

**Course Description**
Investigation of classroom practices that contribute to historical and contemporary inequities in learning outcomes in STEM subjects for students based on gender, race, language and need. Exploration of how STEAM methodologies provide opportunities to increase equity and improve outcomes for all students.

### Credit Hours

**Min:**
3

## EDUC529 - Language, Literacy and Culture

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
529

**Course Description**
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 positioning. 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.

### Credit Hours

**Min:**
3

## EDUC530 - Critical Literacy, Popular Culture and Media Studies

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
530

**Course Description**
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.

### Credit Hours

**Min:**
3

## EDUC531 - Issues in Adult Dev in ESL

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
531

**Course Description**
This course examines the theories of adult development as they relate 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.

### Credit Hours

**Min:**
3

## EDUC533 - Designing Learning Environments for All

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
533

**Course Description**
Theoretical and practical exploration of the principles of Universal Design for Learning (UDL). Investigation of brain research into recognition networks, strategic networks and affective networks and consideration of how these networks can inform instructional design decisions.

### Credit Hours

**Min:**
3

## EDUC535 - Curriculum Design and Evaluation

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
535

**Course Description**
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.

### Credit Hours

**Min:**
3

## EDUC536 - Curriculum Innovations

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
536

**Course Description**
This course focuses on contemporary curriculum innovations in the context of reform. Particular attention will be placed on deep understanding of contemporary reforms/innovative curriculum, and developing teacher-leadership potential. Because extra funding is sometimes needed to implement innovations in the classroom, grant proposal writing will be one of the course components.

### Credit Hours

**Min:**
3

## EDUC538 - Identifying and Responding to the Needs of Diverse Learners

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
538

**Course Description**
Examination of variability of ability and experience among students. Investigation and application of assessment tools and instructional design strategies that provide differentiated support for the success of all students.

### Credit Hours

**Min:**
3

## EDUC540 - Introduction to the Nature of Language and Linguistic

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
540

**Course Description**
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.

### Credit Hours

**Min:**
3

## EDUC541 - Second Language Acquisition and Development

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
541

**Course Description**
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.

### Credit Hours
**Min:**
3

## EDUC543C - Methods of Teaching English to Speakers of Other Languages

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
543C

**Course Description**
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 need 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 groups in English as a second language literacy program.

### Credit Hours
**Min:**
6

## EDUC545 - Language Politics and Education

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
545

**Course Description**
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.

### Credit Hours
**Min:**
3

## EDUC546 - Teaching English as a Foreign Language

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
546

**Course Description**
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.

### Credit Hours
**Min:**
3

## EDUC548 - Special Topics in ESL

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
548

**Course Description**
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.

### Credit Hours
**Min:**
3

## EDUC549P - Practicum in TESOL

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
549P

**Course Description**
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.

### Credit Hours
**Min:**
3

## EDUC550 - Capstone Seminar

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
550

**Course Description**
The capstone seminar is the final course in the on-line MEd program sequence. This course supports candidates as they engage in an action research project appropriate to their area of specialization and responsive to the needs of theirclassroom. The AR project is a requirment to earn a degree in this program. Prerequisites: EDUC 520, 521, 522, 523.

### Credit Hours
**Min:**
3

## EDUC553 - Curriculum and Programs in Character Education

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
553

**Course Description**
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.

### Credit Hours

**Min:**
3

## EDUC554 - Character Based Classroom Management

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
554

**Course Description**
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 characterbased discipline plans such as the "Raising Responsibility Plan," "Win-Win Discipline," "Second Chance," and "Discipline With Dignity."

### Credit Hours

**Min:**
3

## EDUC555 - Leading PLCs

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
555

**Course Description**
Candidates will better understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the concurrent development of teacher leadership. Candidates will develop the capacity to communicate and lead others in continuous improvement and monitoring of school improvement efforts based on student and school data including developing strategies for designing data collection, organizing data analysis, and developing instructional improvements strategies based on data trends.

### Credit Hours

**Min:**
3

## EDUC560 - Orientation

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
560

**Course Description**
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.

### Credit Hours

**Min:**
0

**Number Of Repeats:**
90

## EDUC561 - Critical Media Literacy in the Classroom

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
561

**Course Description**
An examination of important new media literacy skills and their application in the K-12 classroom. Candidates will actively consider, analyze, construct and synthesize digital content while considering issues of identity, ethics and privacy.

### Credit Hours

**Min:**
3

## EDUC562 - Teaching Digital Readers

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
562

**Course Description**
Exploration of digital texts, online comprehension skills, multimodal annotation and other new literacy practices required in digital reading environments. Candidates will investigate their own pedagogy, integrating new literacies pedagogies into their practices and closely studying the impact on student learning.

### Credit Hours

**Min:**
3

## EDUC563 - Youth and Digital Media

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
563

**Course Description**
Consideration of the ways in which young people leverage digital media for composing, accessing information, finding new audiences and creating communities or practice and purpose. Examination of implications of youth practices with digital media on content instruction, schooling and learning in and out of school.

### Credit Hours
**Min:**
3

## EDUC564 - Cross-Cultural Communication

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
564

**Course Description**
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.

### Credit Hours
**Min:**
3

## EDUC565 - Teaching Digital Writers

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
565

**Course Description**
Investigation of theories about how and why we write and how we teach writing in 21st century classrooms. Exploration of how these theories inform pedagogy, professional learning and research.

### Credit Hours
**Min:**
3

## EDUC566 - Participatory Learning in 21st Century Classrooms

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
566

**Course Description**
Theoretical and practical foundation to consider what it means to teach and learn within participatory networks and affinity groups. Topics explored include motivation, assessment, collaboration and creativity.

### Credit Hours
**Min:**
3

## EDUC568 - Character and Athletics

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
568

**Course Description**
This course examines the interplay between character and athletics. Students will investigate and critique programs that are designed to enhance the character of athletes. Students will examine specific programs in the sports industry that claim that their programs contribute to one's character development. Students will interact with USD athletic department leaders, and discuss/debate current issues that promote or negate character development.

### Credit Hours
**Min:**
1

**Max:**
3

## EDUC570 - Catechetical Certification For Teachers of Religion in Catholic Schools

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
570

**Course Description**
Recognizing the catechetical leadership of those teaching religion in Catholic schools, this program is designed to provide professional development for religious educators to grow in their personal, intellectual, and technical capacities. The certification offers a comprehensive and systematic presentation of the core elements of Catholic faith and practice in a way that relates to their life experiences and offers an opportunity to develop an understanding of their own faith. Through the study of Scripture, and the teaching of the Church's tradition, students learn how they can provide quality, effective catechesis among the diverse people of God.

### Credit Hours
**Min:**
0

**Number Of Repeats:**
5

## EDUC579 - Experimental Topics

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
579

**Course Description**
This course number is used by SOLES for experimental topics courses. The title and content of each 579 course will vary by topic and program/department. If more than one 579 course is offered during a single semester, section numbers will allow for identification of the course.

### Credit Hours
**Min:**
0

**Max:**
3

**Number Of Repeats:**
90

## EDUC579I - Experimental Topics: International Experience

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
579I

**Course Description**
This course number is used by SOLES for international experience experimental topics courses. The title and content of each 579I course will vary by topic and program/department. If more than one 579I course is offered during a single semester, section numbers will allow for identification of the course.

### Credit Hours

**Min:**
1

**Max:**
3

**Number Of Repeats:**
10

### Course Attributes

**Course Attributes**
I

## EDUC586 - Teaching Students on the Autism Spectrum

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
586

**Course Description**
Exploration of our evolving understanding of autism in the research literature, educational practice and popular imagination. Examination and application of instructional strategies for supporting autistic students in communication, organization and social interaction.

### Credit Hours

**Min:**
3

## EDUC587 - Co-Teaching: Collaborating in an Inclusive Environment

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
587

**Course Description**
Examination of research, policy and practice of co-teaching and collaboration models that support general education and special education students in inclusive classrooms.

### Credit Hours

**Min:**
3

## EDUC588 - Disability in Education Policy and Law

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
588

**Course Description**
Investigation of the historical, philosophical, legal, political and sociological constructions of disability in education. Analysis of application of current law to classroom and school policies and practices.

### Credit Hours

**Min:**
3

## EDUC590P - General Education Student Teaching

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
590P

**Course Description**
Student teaching occurs in assigned classrooms in partnering school districts in and around San Diego. Teacher candidates are expected to student teach full-time for the full semester (approximately 14 weeks) according to the calendar of the assigned school. As per CTC guidelines, all student teachers must have clearance and approval from the credential office prior to starting in a placement.

### Credit Hours

**Min:**
1

**Max:**
9

**Number Of Repeats:**
2

## EDUC590S - General Education Student Teaching Seminar

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
590S

**Course Description**
Student teachers are required to take this 3 unit seminar concurrent with EDUC 490P – Student Teaching. 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 of the seminar is announced each semester by the Director of Field Experience. Support for the successful completion of CalTPA and other credential requirements is also provided during this time.

### Credit Hours

**Min:**
1

**Max:**
3

## EDUC591P - Student Teaching for Single Subject Credential Practicum

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
591P

**Course Description**
Supervised student teaching assignments are in selected classrooms of participating school districts throughout San Diego County. Students work full time for 20 weeks, with their level of responsibility increasing as the semester progresses. Candidates for student teaching must file a Student Teaching Application, with evidence of fingerprint clearance, passing CBEST score and passing CSET scores (if applicable) by October for a spring semester student teaching placement and by March for a fall semester student teaching placement (contact the Director of Field Experiences for the exact date each semester). In order to be admitted into student teaching, all other credential program requirements must be completed by the end of the prior semester. Go to www.sandiego.edu/academics/soles/currstudents/policies.php for the complete list ofrequirements. Students must register for EDUC 591S–Student Teaching Seminar for Single Subject Credential concurrent with this course.

### Credit Hours

**Min:**
9

## EDUC591S - Student Teaching for Single Subject Credential Seminar

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
591S

**Course Description**
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.

### Credit Hours

**Min:**
3

## EDUC595 - Thesis

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
595

**Course Description**
Students completing a master's thesis must enroll in a minimum of 3 total thesis units under the course number EDUC 595. Similar to an independent study course, the purpose of EDUC 595 is to allow students the opportunity to work closely with their thesis chair towards the completion of their thesis. Students can take a minimum of 1 and a maximum of 3 thesis units per semester. Grading for thesis units, as well as assignments and deadlines are to be set by the thesis chair and student.

### Credit Hours

**Min:**
1

**Max:**
3

## EDUC599 - Independent Study

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
599

**Course Description**
Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signatures of the faculty supervisor, Department Chair and the Associate Dean prior to registering for the course.

### Credit Hours

**Min:**
1

**Max:**
3

## EDUC601 - Critical Social Theory and Education

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
601

**Course Description**
This seminar introduces first-year doctoral students to critical theoretical frameworks in educational research and praxis. Critical theories are often distinguished from "traditional" theories by their goal of unmasking ideologies that falsely justify forms of domination. Contemporary criticalists ground their work in scholarship from the Frankfurt School, an intellectual hub in the 1920s and 30s widely credited with extending Marxian thinking from its classical emphasis on materialism and structural inequality to processes of cultural production and the maintenance of oppressive social relations. This tradition has been adopted by and adapted for a range of social movements around the globe, including resistance efforts to domination related to socioeconomic status, race, ethnicity, nationality (nationalisms, displacement, colonization, borders, etc.), gender, sexual orientation, disability, language, and other social identities. This course explores how education scholars take up frameworks from these adaptations to uncover, critique, and dismantle dimensions of oppression in educational contexts.

### Credit Hours

**Min:**
3

## EDUC602 - Educational Research & Methods

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
602

**Course Description**
The goal of this course is to introduce doctoral students to educational research, its philosophical underpinnings, paradigms and major instantiations. Students will engage with the major questions of education research, and the methods that researchers have used to tackle these questions. The course includes an introduction to qualitative and quantitative research methods and to the policies and regulations associated with conducting research with human subjects.

### Credit Hours

**Min:**
3

## EDUC603 - History of Education for Social Justice

### General

**College/School**
School of Leadership & Educ.

| Course Subject Code | Course Number |
|---|---|
| EDUC | 603 |

**Course Description**
This course uses the history of education as a lens to examine our commitments to social justice (i.e. opportunity, access, inclusion, etc.) for marginalized (colonized, minoritized, etc.) communities and individuals. Set against the backdrop of the major historical movements of the 19th, 20th and 21st centuries, the course urges doctoral students to consider the role of education in enacting and withholding the ideals of civil and democratic societies. Students will consider education in its numerous dichotomies- A lever or change/a preserver of the status quo; a tool of liberation/ a tool of oppression; a guarantor of fairness /an underwriter of privilege. Students will exit the course with a deeper understanding of the major movements of organized education both in the US and select international contexts, and tools for analyzing and interrupting the "constancy and change" of educational systems.

### Credit Hours

**Min:**
3

## EDUC604 - Education and Globalization

### General

**College/School**
School of Leadership & Educ.

| Course Subject Code | Course Number |
|---|---|
| EDUC | 604 |

**Course Description**
This course introduces students to an analysis of the post-colonial impact of globalization on education, with particular reference to international development and the international aid agenda. Key themes such as world culture theory, knowledge economy, and the role of English will be considered from the framework of globalization. In addition, students will examine the geopolitical hegemony of the global North on the global South through policies and practices in education, such as Education For All, inclusive education, and school assessment standards. Globalization as it pertains to education will be considered from a variety of perspectives including enhancement through social and transnational mobility and potential threats to tradition, particularly for marginalized communities, and with specific reference to class, ethnicity/race, and gender.

### Credit Hours

**Min:**
3

## EDUC605 - Language, Race, and Culture in Education

### General

**College/School**
School of Leadership & Educ.

| Course Subject Code | Course Number |
|---|---|
| EDUC | 605 |

**Course Description**
Sapir noted that language is "a peculiarly potent symbol of social solidarity" while at the same time being "the most potent single known factor for the growth of individuality". Its symbolic value in defining personal, cultural and national identity helps to explain the consistent use of the abrogation of language rights throughout history in a variety of personal and public domains across a range of social and political contexts.This course will be structured in three phases within the seven course modules-Phase 1: will focus on Language and culture in the US; Phase 2: Language and culture from a global perspective (policy, practice-historical and present) and Phase 3: Application of language and culture in education (as it relates to profession and practice). We will review how these theories (both critical and non critical) have shaped important educational practices and ideas specifically as they relate to the language, heritage, and culture of students. The course will further introduce students to current and emerging concepts, theories, and methods in the field of language, culture and education policy and planning from a social justice, equity and access perspective. Recent developments in the field pivotal in language learning, cultural proficiency and teaching will be researched and studied. This course reflects the breath of disciplinary knowledge from multiple angles across diverse sociocultural and sociopolitical contexts. It seeks to enable students in language, culture, and education to get a sense of the issues being pursued in language, culture, and education and biliteracy planning.The course is composed of several thematic units such as: Definitions and frameworks of language policy and planning, descriptive frameworks and status planning, social change and politics of language and culture, theoretical and methodological perspectives in language policy and planning, topical areas in language policy, and language and literacy policy and planning in education from local and global perspectives. Topics will include: The Politics of Intolerance; U.S. Language Policy and its Implications Globally; The Colonialism of English-Only; Education Discourse; and Reclaiming the Language of Possibility.

### Credit Hours

**Min:**
3

## EDUC606 - Educational Politics & Policy

### General

**College/School**
School of Leadership & Educ.

| Course Subject Code | Course Number |
|---|---|
| EDUC | 606 |

**Course Description**
This course surveys moments, issues, frameworks, and methods in two interrelated areas of scholarship: politics of education and educational policy. Increasingly, educational leadership programs have moved away from administration models that focus solely on management to those centered on educational politics and policy. This shift reflects changes in how decisions are made about schooling in the contemporary moment. For generations, local schools and educational agencies determined how resources were allocated and what schooling practices were standard. Today, federal and state school funding is often tied to policies that mandate or incentivize particular educational interventions and practices. Many scholars argue that protecting national interest and global marketplace competition drives this trend in many nations around the world. This course is organized into three parts to understand this larger context and the many roles scholars play in developing, critiquing, implementing, and evaluating educational policy. Part I focuses on the evolution of education politics and governance. Part II focuses on the emergence of educational policy as a distinct field and highlights prevalent methods of knowledge production among its early scholars. Part III focuses on how educational policy scholars work for equity and social justice.

### Credit Hours

**Min:**
3

## EDUC607 - Quantitative Research Methods and Design in Education I

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
607

**Course Description**
"This is the first in a two-course series that prepares students to conduct, analyze and write-up research employing quantitative methods and designs. The course uses cases and seminal educational research studies as tools to build and strengthen student capacity and facility with conducting quantitative research studies. Emphasis is placed on developing rich, conceptual understanding of the statistics used in educational and social-science research and thereby enabling students to ask more precise questions and conduct more sophisticated analyses. In this first course, students examine descriptive statistics including measures of central tendency and variability; concepts of validity and reliability; the normal distribution; and statistical inference including estimation, hypothesis testing, and correlation coefficients. This context-driven approach is designed to help students answer the question: How might quantitative research methods and designs be employed to understand and analyze pressing issues of educational access, equity, and inclusion?"

### Credit Hours

**Min:**
3

## EDUC608 - Quantitative Research Methods and Design in Education II

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
608

**Course Description**
This is the second in a two-course series that prepares students to conduct, analyze and write-up research employing quantitative methods and designs. The course uses cases and seminal educational research studies as tools to build and strengthen student capacity and facility with conducting quantitative research studies. In this second course, students examine the meaning of and learn to test for statistical significance. They construct confidence intervals; and run t-tests, one-way, factorial, and repeated measures ANOVAs; and regressions. The course includes with two modules devoted to survey design and concludes with instruction on writing-up the findings section of a quantitative research study. This context-driven approach is designed to help students answer the question: How might quantitative research methods and designs be employed to understand and analyze pressing issues of educational access, equity, and inclusion? Prerequisites: EDUC 607.

### Credit Hours

**Min:**
3

## EDUC609 - Qualitative Research Methods and Design in Education I

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
609

**Course Description**
This course is the first of a two-course sequence of Qualitative Research I and II, which introduce students to the various traditions of qualitative research, including ethnography, grounded theory, phenomenology, case study, narrative inquiry, content analysis, auto-ethnography, and program evaluation research, with a particular emphasis on education. Students will learn and apply key qualitative research methods such as participant observations, interviews, and document analysis, as well as basic and advanced, traditional and digital processes for analyzing data generated from these methods, including coding and categorization, analytic memos, and constant comparison, by conducting an education-focused mini-study or a “research apprenticeship” over the course of the two semesters. Students will learn about the ethics of conducting research, and develop and submit an exempt IRB application.

### Credit Hours

**Min:**
3

## EDUC610 - Qualitative Research Methods and Design in Education II

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
610

**Course Description**
This course is the second of a two-course sequence of Qualitative Research I and II, which introduce students to the various traditions of qualitative research, including ethnography, grounded theory, phenomenology, case study, narrative inquiry, content analysis, auto-ethnography, and program evaluation research. Students will continue to apply key qualitative research methods such as participant observations, interviews, and document analysis, as well as basic and advanced processes for analyzing data generated from these methods, including coding and categorization, analytic memos, using constant comparison methods, in their education-focused mini-study or a “research apprenticeship” that they will have begun in the first course. Students will write an academic level paper presenting the results of their study. Prerequisites: EDUC 609

### Credit Hours

**Min:**
3

## EDUC611 - Social Justice Praxis in Educational Organizations

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
611

**Course Description**
In praxis courses, students bring their new theoretical and methodological lenses to existing sites of educational practice. Students choose an educational site of importance and interest to them and design an Investigation of Practice. This close examination seeks to make visible the underlying theories, practices, and challenges of the given educational organization with a specific emphasis on issues of educational access, opportunity, and justice. For students working in the field of education, their current professional organization will serve as their praxis site. Support for locating an appropriate praxis site will be provided for students not currently working or those not working in an educational field. Praxis are taken in conjunction with doctoral seminars and support the development of students’ culminating projects.

### Credit Hours

**Min:**
3

## EDUC612 - Disability, Access, Assets, and Intersectionality in Education

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
612

**Course Description**
This seminar invites doctoral students to explore disability studies in education (DSE), a multidisciplinary field that expands common notions of disability and difference, and raise questions about the ways in which disability is constructed in schools. In conceptualizing disability within social and political realms, this exploration will privilege the interest, experience, and agendas of those labeled with disability and encourage connections that can promote full access to educational opportunities. Students will consider intersectional historical, social, cultural, political, contemporary, and political debates about disability and education and examine the impact of DSE in policy, in the use of technology, and in family/school/community relationships.

### Credit Hours

**Min:**
3

## EDUC650 - Doctoral Seminar I

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
650

**Course Description**
This is the first course for doctoral candidates who have completed their doctoral course work. The goal of seminar I is to introduce doctoral candidates to the theoretical and practical aspects of designing dissertation research in order to successfully defend the design in a proposal hearing. Doctoral candidates will be introduced to the overview and introduction of the dissertation process, to include the components of dissertation seminars I, II, III, and IV. Doctoral candidates review APA format as well as peer and non-peer review forms of writing. They explore and write their draft and final research question as well as Chapters 1 and 2 of their dissertation. This includes the Introduction and all components of Chapter 1, and learn how to effectively write a Literature Review for Chapter II. Doctoral candidates will also be introduced to various types of research and popular writing pieces. They will write an Opinion Education paper based on their literature review.

### Credit Hours

**Min:**
3

## EDUC651 - Doctoral Seminar II

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
651

**Course Description**
Doctoral Seminars are designed to guide students through the process of conducting doctoral level research. This course builds from Doctoral Seminar I where you developed your Review of Literature. In this Seminar you will solidify your research question, determine a study design and appropriate methods and collect preliminary (pilot) data. Combined with the review of literature from Seminar I, the assignments from this seminar will form your dissertation proposal. This course includes a bi-monthly face-to-face advising session with your course instructor. During these meetings, you will receive feedback on your dissertation project to date as well as advisement as you move toward the culmination of your doctoral program. Prerequisites: EDUC 650.

### Credit Hours

**Min:**
3

## EDUC652 - Doctoral Seminar III

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
652

**Course Description**
This 14 week course is intended for doctoral students who have completed dissertation Seminar II. The purpose of seminar III is to take students from a point at which they have completed their literature review and IRB proposal and defended a basic research proposal to implementing the research plan. Dissertation seminar III helps students through the development of a solid research strategy and research schedule, collecting and analyzing data and drafting chapter 4: Findings/ Results / Discussion of the dissertation. Prerequisites: EDUC 650 and EDUC 651.

### Credit Hours

**Min:**
3

## EDUC653 - Doctoral Seminar IV

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
653

**Course Description**
This is the last course for doctoral candidates who have completed doctoral dissertation seminar III. The goal of seminar IV is to review all of the components of their theoretical and practical aspects of having designed and carried out their dissertation research in order to successfully defend the dissertation at a public hearing or their research journal articles. Doctoral candidates will review and discuss their final analysis of the data and will write their Chapter 5 conclusions and recommendations for future research. All of the components of Chapter 5 will be peer reviewed. Doctoral candidates will participate in a practice dissertation or research article defense simulation and will defend their dissertation once having received approval by the course faculty and dissertation committee Chair. Prerequisites: EDUC 650 and EDUC 651 and EDUC 652.

### Credit Hours

**Min:**
3

**Max:**
6

## EDUC661 - Intro to Doctoral Study Year I

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
661

**Course Description**
Welcome to the PhD in Education for Social Justice student orientation course! Congratulations on taking this exciting step towards earning your doctoral degree. This orientation will introduce you to the EDSJ program and let you know what to

expect and how to succeed in the online program. You will learn to successfully navigate the Blackboard learning environment, locate helpful resources, and complete assignments and activities in each module. This orientation course will be available to you as a reference tool throughout your program.

### Credit Hours

**Min:**
0

## EDUC662 - Doctoral Study Year II

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
662

**Course Description**
Welcome to Year 2 of your doctoral study program. Social justice can encompass many issues and although access and equality are critical elements, the component of healing is as equally important. This course will introduce you to basic key concepts and terms to help prepare you socio-emotionally for your work as a social justice warrior and change agent. This orientation course will be available to you as a reference tool throughout your program. Prerequisites: EDUC 661

### Credit Hours

**Min:**
0

## EDUC663 - Doctoral Study Year III

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
663

**Course Description**
Welcome to Year 3 of your doctoral study program. Now in the 3rd year of the program, this course will focus on the policies, programs and special dates that you will need to be mindful of to stay on track while on your final semesters of the PhD journey. Additionally, this course will share important information, workshops and sessions that promote professional and career opportunities for life after graduation. Prerequisites: EDUC 661EDUC 662

### Credit Hours

**Min:**
0

## EDUC679 - Experimental Topics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
679

**Course Description**
This course number is used by SOLES for experimental topics courses. The title and content of each 679 course will vary by topic and program/department. If more than one 679 course is offered during a single semester, section numbers will allow for identification of the course.

### Credit Hours

**Min:**
0

**Max:**
3

**Number Of Repeats:**
10

## EDUC694 - Special Topics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
694

**Course Description**
This seminar invites doctoral students to explore special topics in education and raise questions about the ways in which the issue operates in schools. In conceptualizing various aspects of the topic, this exploration will privilege the interest, experience, and agendas of marginalized communities and encourage connections that can promote full access to educational opportunities. Students will consider historical, contemporary, and intersectional political debates about the topic and examine its impact in policy, in the use of technology, in family/school/community relationships, and in other relevant areas.

### Credit Hours

**Min:**
0

**Max:**
3

## EDUC695 - Dissertation

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
695

**Course Description**
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. Prerequisites: EDUC 650 and EDUC 651 and EDUC 652 and EDUC 653.

### Credit Hours

**Min:**
1

## EDUC699 - Independent Study

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
EDUC

**Course Number**
699

**Course Description**
Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signatures of the faculty supervisor, Department Chair and the Associate Dean prior to registering for the course.

### Credit Hours

**Min:**
1

**Max:**
6

## ELA500 - TOEFL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ELA

**Course Number**
500

**Credit Hours**
**Min:**
3

## ELA510 - World Politics

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ELA

**Course Number**
510

**Credit Hours**
**Min:**
3

## ELA520R - Reading

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ELA

**Course Number**
520R

**Credit Hours**
**Min:**
3

## ELA520T - TOEFL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ELA

**Course Number**
520T

**Credit Hours**
**Min:**
3

## ELA520W - Writing

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ELA

**Course Number**
520W

**Credit Hours**
**Min:**
3

## ELA555P - Practices in Society

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ELA

**Course Number**
555P

**Credit Hours**
**Min:**
3

## ELA620 - TOEFL

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ELA

**Course Number**
620

**Credit Hours**
**Min:**
3

## ELA620R - Reading

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ELA

**Course Number**
620R

**Credit Hours**
**Min:**
3

## ELA620W - Academic Writing

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ELA

**Course Number**
620W

**Credit Hours**
**Min:**
3

## ELA650 - World Politics

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ELA

**Course Number**
650

**Credit Hours**
**Min:**
3

## ELA700 - College Workshop

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ELA

**Course Number**
700

**Credit Hours**
**Min:**
3

## ELA750H - Human Communication

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ELA

**Course Number**
750H

**Credit Hours**
**Min:**
3

## EML501 - Introduction to Technology and Engineering Management

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
EML

**Course Number**
501

**Course Description**
Engineering managers often start by managing groups that are staffed with people whose education and experiences are closely related to their own disciplines. Eventually, they are asked to lead diverse functions including, product marketing, product development , program and project management, manufacturing and operations, quality and reliability, and technical sales. This course prepares those who are at the cusp of a vast expansion of their management responsibilities and prepares them for the challenges involved in bringing together opportunities and challenges involved in the development of organizations with diverse functions and skills.

**Credit Hours**
**Min:**
3

## EML502 - Introduction to Technology and Engineering Leadership

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
EML

**Course Number**
502

**Course Description**
Leading others in a company, or even in a team, calls for knowledge, awareness, and a set of “soft” skills that can bring huge returns. This course is an introduction to leading-- understanding, supporting, motivating, and guiding—technical employees. Class members will have an understanding of culture and leadership models as key differentiators for successful entrepreneurs and intrapreneurs.

**Credit Hours**
**Min:**
3

## EML520 - Emerging Technology Trends and Startups

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
EML

**Course Number**
520

**Course Description**
This course provides a current view of emerging trends in the eco-system and how business models are pivoting to maximize the desired outcomes. The course highlights and compares early adoption, fast following, and exit strategies. Students will gain a deeper understanding of the technology life cycle and start-up ecosystem. Technology trending through the readiness level and associated capital management through incubation, acceleration, and venture capital routes are evaluated. Prerequisites: EML 501 and EML 502

**Credit Hours**
**Min:**
3

## EML525 - Tomorrow's Platforms, Products and Services

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
EML

**Course Number**
525

**Course Description**
This course presents a view of technologies that will emerge in the market over the next decade and cause significant changes in process, efficiency, and automation. Five of the seven modules will be devoted to describing technologies and exploring their impact on customers and markets. At the end of the course, students will select one technology (that may relate to their jobs or interests) and conduct more detailed research on its specific impacts on the market. Prerequisites: EML 501 and EML 502

**Credit Hours**
**Min:**
3

## EML530 - Competing Strategically

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
EML

**Course Number**
530

**Course Description**
An Engineer’s career path in business leads to general management— guiding a business internally and externally. It starts with understanding the market structure and evolves into managing competitive performance, or profit-and-loss (P&L). This course covers the fundamentals of competitive strategy, market access, business development, and market positioning. Accounting, finance, performance measures, and decision-making are examined and applied in the context of how to remain competitive. Prerequisites: EML 501 and EML 502

**Credit Hours**
**Min:**
3

## EML535 - Building Resilient Technology Businesses

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
EML

**Course Number**
535

**Course Description**
The impact of the pandemic on businesses has been more widespread and stressed strategy, planning, and execution. This has forced companies to develop new paradigms for absorbing stress, recovering critical functionality, and building back a thriving business in altered circumstances. This course will address the development of strategies and plans that build business and technology resilience for global or regional events (e.g., pandemic, climate change, war) that could last for months, result in extended travel and transport shutdowns, and prompt lasting changes to how a company operates and where its employees work. The course offers a deeper insight on how to be "Future-Ready". Prerequisites: EML 501 and EML 502

### Credit Hours

**Min:**
3

## EML540 - Value Chain of Engineering Organizations

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
EML

**Course Number**
540

**Course Description**
This course reviews the platform for a company's operations: the organization's structure and culture. It includes differentiation and integration of tasks, and expectations for the company's and members' behavior, values, underlying strategy, and- in some cases- leaders whose conduct is held as exemplary. This course delves into the importance of quality as culture and empowerment obtained through accountability. Prerequisites: EML 501 and EML 502

### Credit Hours

**Min:**
3

## EML545 - Sustainability, Ethics and Compliance

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
EML

**Course Number**
545

**Course Description**
Engineering managers initially manage functions within the business. Leaders must manage their companies in an effective, profitable way for their employees and shareholders. They are also expected to act ethically and consistently within the values of our society. Environmental social governance with sustainability at the forefront of decision-making is a required skill. This course allows students to survey the management decisions that have ethical and social responsibility implications. It emphasizes routine issues where the implications are important but may not be obvious. Prerequisites: EML 501 and EML 502

### Credit Hours

**Min:**
3

## EML590 - Decision Analysis

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
EML

**Course Number**
590

**Course Description**
This is an introductory course in Decision Analysis and provides the tools required to make informed and rational business decisions. The course contents are designed to leverage historical company data (and other market data) to enable the application of formal analysis for decision-making and forecasting. Prerequisites: EML 501, EML 502, EML 520, EML 525, EML 530, EML 535, EML 540, and EML 545

### Credit Hours

**Min:**
3

## EML594 - Special Topics in Engineering Management and Leadership

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
EML

**Course Number**
594

**Course Description**
A special topics course in areas within engineering management and leadership. Prerequisites: EML 501 and EML 502

### Credit Hours

**Min:**
1

**Max:**
6

## EML595 - Capstone Project Experience

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
EML

**Course Number**
595

**Course Description**
The Capstone course is the opportunity for students to apply knowledge and skills learned in their courses throughout the program. It is designed to be practical—involving an experience with an actual company, and integrative—drawing on lessons from across all courses in the MS-EML program. Prerequisites: EML 501, EML 502, EML 520, EML 525, EML 530, EML 535, EML 540, and EML 545

### Credit Hours

**Min:**
3

## EML598 - Practicum in Engineering Management and Leadership

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
EML

**Course Number**
598

**Course Description**
In this course, students will engage in an applied learning experience working for a business, government, or nonprofit organization. Students may be focusing on an individual project or employer-designated internship program.

### Credit Hours
**Min:**
1

## ENLC500 - Health Care Leadership, Values and Social Justice

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ENLC

**Course Number**
500

**Course Description**
Examines leadership theories, corporate ethics, valuesfocused 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.

### Credit Hours
**Min:**
3

## ENLC524 - Advanced Pharmacology

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ENLC

**Course Number**
524

**Course Description**
Provides the knowledge and skills needed to assess, manage, and recommend treatment plans, utilizing broad categories of pharmacologic agents, for common and complex health problems in a safe, high quality and cost effective manner. Pharmacotherapeutics, pharmacodynamics, pharmacokinetics and pharmacogenomic skills will be developed utilizing case scenarios with an emphasis on direct application to clinical nursing practice.

### Credit Hours
**Min:**
3

## ENLC553 - Financial Management in Health Care Systems

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ENLC

**Course Number**
553

**Course Description**
Provides a forum for the exploration and evaluation of the financial environment of the health care industry. The course will emphasize the development of practical financial analysis skills that will provide students with a foundation for immediate application within the health care delivery system.

### Credit Hours
**Min:**
3

## ENLC554 - Health Care Information Management

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ENLC

**Course Number**
554

### Credit Hours
**Min:**
3

## ENLC555 - Resource Management in Health Systems

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ENLC

**Course Number**
555

**Course Description**
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.

### Credit Hours
**Min:**
3

## ENLC556 - Management of Health Care System Quality Outcomes and Patient Safety

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ENLC

**Course Number**
556

**Course Description**
Focuses on the evaluation of patient safety and quality of care outcomes from a systems perspective. Explores theoretical and methodological foundations for understanding and applying patient safety and quality of care outcomes within the current health care environment. Reviews safety applications in other high-risk industries with application to nursing and the health care industry. Emphasizes identification, implementation, and evaluation of quality indicators for patient safety and other patient outcomes. Evaluates patient safety and quality indicators for their sensitivity and specificity to clinical care. Addresses the role of leadership in error prevention and maintenance of a culture of patient safety.

### Credit Hours
**Min:**
3

## ENLC557 - Strategic Planning and Management of Health Systems

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ENLC

**Course Number**
557

**Course Description**
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 tocontribute effectively to strategic thinking and action in health care systems.

### Credit Hours
**Min:**
3

## ENLC591 - Leadership Practicum in Health Care Systems

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ENLC

**Course Number**
591

**Course Description**
Under the guidance of a healthcare manager, administrator, or executive preceptor in health system the student will have an opportunity to observe and participate in various situations associated with the healthcare system administrative process (e.g. human resource management, fiscal management, strategic planning, marketing, information management, and/or political activity). Seminars will provide a forum for discussion of operational and clinical observations as they relate to empirical and evidencebased literature as well as issues and trends in healthcare s stem administration.

### Credit Hours
**Min:**
3

## ENLC591P - Administrative Management Practicum in Health Care Systems

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ENLC

**Course Number**
591P

### Credit Hours
**Min:**
2

**Max:**
3

## ENLC591S - Administrative Management Pract in Health Care Sys-Seminar

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ENLC

**Course Number**
591S

### Credit Hours
**Min:**
0

**Max:**
3

## ENLC598 - Evidence-Based Practice Practicum

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ENLC

**Course Number**
598

**Course Description**
Provides a self-directed and systematic opportunity to gain greater knowledge and expertise in an area of nursing practice. Involves development of direct or indirect nursing roles in a health care or community service agency. The practicum consists of completion of an evidence-based practice project to address a nursing practice problem; implementation of an innovative approach to the problem through integration of related theory and best evidence; evaluation of project outcomes; and dissemination of findings.

### Credit Hours
**Min:**
3

## ENLC598P - Independent Practicum

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ENLC

**Course Number**
598P

### Credit Hours
**Min:**
3

## ENLC598S - Independent Seminar

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
ENLC

**Course Number**
598S

### Credit Hours
**Min:**
0

**Max:**
3

## EOSC500 - Core Seminar I

### General
**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
500

**Course Description**
An introduction to the infrastructure of the Environmental and Ocean Sciences 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 Environmental and Ocean Sciences graduate faculty, affiliated 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.

### Credit Hours
**Min:**
2

## EOSC501 - Core Seminar II

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
501

**Course Description**
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 Environmental and Ocean Sciences faculty. They also will form their thesis committees. Successful completion of this seminar is a prerequisite for advancement to candidacy.

### Credit Hours

**Min:**
2

## EOSC511 - Statistics

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
511

**Course Description**
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 environmental and ocean sciences. It will introduce multivariate techniques and modern nonparametric 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 R and will have the opportunity to work with their own data, if applicable. Three hours per week.

### Credit Hours

**Min:**
3

## EOSC514 - Introduction to Maps and Spatial Data Analysis

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
514

**Course Description**
Use of maps as an analytical tool. Topics include: map reading; the use of maps as a medium for describing and analyzing various types of spatially-distributed data; stereoscopic interpretation and cartographic representation of landforms, vegetation, and land use. Laboratory exercises will use ArcGIS software. Two hours of lecture and one laboratory per week. Fall semester.

### Credit Hours

**Min:**
4

## EOSC515 - Geographic Information Systems

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
515

**Course Description**
Theory and practice of Geographic Information Systems (GIS) as a tool for the display and manipulation of spatial data. Applications include: urban planning; land use classification; biomass analysis; crop monitoring; forest resource assessment and management; and disaster assessment, management, and recovery. Laboratory exercises will use ArcGIS software. Two hours of lecture and one laboratory per week. Spring semester. Prerequisites: EOSC 514.

### Credit Hours

**Min:**
4

## EOSC520 - Introduction to Remote Sensing

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
520

**Course Description**
An introduction to remote sensing technology and its applications in earth science. This course will cover principles of remote sensing, aerial photography, photogrammetry, electronic multispectral imaging, and methods of digital image processing and analysis. Applications of remote sensing in marine and terrestrial environments and integration of remote sensing and geographic information systems also will be discussed. Three hours of lecture and one laboratory per week and some field trips. Requires at least one course in physical science, or consent of the instructor.

### Credit Hours

**Min:**
4

## EOSC530 - Human Impacts on the Coastal Environment with Lab

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
530

**Course Description**
Coastal environments are under increasing pressure from growing human populations. Development, climate change, pollution and exploitation of marine resources have resulted in declining environmental quality in nearshore areas. In this class, we will (1) examine structure and function of coastal systems, (2) how human activities and development have impacted these environments, and (3) when applicable discuss potential remedies to environmental degradation. Laboratory projects will have both field and laboratory components and will examine the impacts of coastal pollution in San Diego. Students may not receive credit for taking EOSC 530 and EOSC 430 or EOSC 431 or EOSC 531.

### Credit Hours

**Min:**
4

## EOSC531 - Human Impacts on the Coastal Environment

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
531

**Course Description**
Coastal environments are under increasing pressure from growing human populations. Development, climate change, pollution and exploitation of marine resources have resulted in declining environmental quality in nearshore areas. In this class, we will (1) examine the structure and function of coastal systems, (2) how human activities and development have impacted these environments, and (3) when applicable discuss potential remedies to environmental degradation. Students may not receive credit for taking EOSC 531 and EOSC 430 or EOSC 431 or EOSC 530.

### Credit Hours

**Min:**
3

## EOSC533 - Plankton Ecology

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
533

**Course Description**
This course is a study of the fundamental processes in plankton ecology from the perspective of how individual plankton interact with each other and their environment. Throughout the course, students will gain intuition about life in the plankton by incorporating an understanding of both the biology of the organisms and their physical environment. In addition to lecture, the course includes lab activities, reading and discussing peer-reviewed scientific articles, and completing group and individual assignments.

### Credit Hours

**Min:**
4

## EOSC534 - Wetlands Ecology with Lab

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
534

**Course Description**
A comprehensive look at wetland ecology and management. Focuses on physical, biogeochemical, and ecological aspects of major wetland ecosystems with an emphasis on local urban wetlands. Also includes wetland management concepts and approaches worldwide. This course includes a weekly lab. Students may not receive credit for taking both EOSC 534 and EOSC 535.

### Credit Hours

**Min:**
4

## EOSC535 - Wetlands Ecology

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
535

**Course Description**
A comprehensive look at wetland ecology and management. Focuses on physical, biogeochemical, and ecological aspects of major wetland ecosystems with an emphasis on local urban wetlands. Also includes wetland management concepts and approaches worldwide. Students may not receive credit for taking both EOSC 534 and EOSC 535.

### Credit Hours

**Min:**
3

## EOSC536 - Marine Community Ecology with Lab

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
536

**Course Description**
This course is intended to introduce students to the fundamentals of marine community ecology. We will explore the abiotic and biotic factors that structure marine communities, and compare the processes and interactions between marine organisms and their environments in various ecosystems. In lab, students become familiar with various ecological sampling methods and experimental design, and are exposed to the diversity of coastal marine environments in the San Diego area. Students may not receive credit for taking EOSC 536 and EOSC 436 or EOSC 437 or EOSC 537.

### Credit Hours

**Min:**
4

## EOSC537 - Marine Community Ecology

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
537

**Course Description**
This course is intended to introduce students to the fundamentals of marine community ecology. We will explore the abiotic and biotic factors that structure marine communities, and compare the processes and interactions between marine organisms and their environments in various ecosystems. Students may not receive credit for taking EOSC 537 and EOSC 436 or EOSC 437 or EOSC 536.

### Credit Hours

**Min:**
3

## EOSC538 - Animal Behavioral Ecology with Lab

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
538

**Course Description**
This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. The inquiry-based lab introduces methods commonly used in behavioral ecology and allows students to test their own hypotheses within the framework of prescribed field and laboratory exercises. Students may not receive credit for taking both EOSC 538 and EOSC 539 or for taking both EOSC 538 and PSYC 344.

### Credit Hours
**Min:**
4

## EOSC539 - Animal Behavioral Ecology

### General
**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
539

**Course Description**
This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. Students may not receive credit for taking both EOSC 539 and EOSC 538.

### Credit Hours
**Min:**
3

## EOSC540 - Mathematical Modeling in Ecology

### General
**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
540

**Course Description**
An introduction to mathematical applications to ecology. In this integrative course, students will learn to describe ecological processes in mathematical terms and formulate different types of mathematical models relevant to ecology. In a weekly lab, students from EOSC 440 and MATH 440 will work together on integrative projects and computer programming applications to mathematical ecology. Students may not receive credit for taking both EOSC 540 and MATH 440.

### Credit Hours
**Min:**
4

## EOSC550 - Geological Oceanography

### General
**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
550

**Course Description**
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. A course in introductory geology, with laboratory, is recommended.

### Credit Hours
**Min:**
4

## EOSC551 - Biological Oceanography

### General
**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
551

**Course Description**
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 fieldwork may be required. As well as one year of general biology, with laboratory.

### Credit Hours
**Min:**
4

## EOSC552 - Environmental and Ocean Geochemistry

### General
**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
552

**Course Description**
What makes the oceans salty? Why do plankton need dust to survive? Why is arsenic in groundwater considered the worst mass poisoning in human history? Is Fiji Water really pristine? In this course you'll learn how water – oceans, rivers, groundwater – differ in composition and the processes that control their chemistry. We'll trace the journey of water from rain, to rivers, into groundwater, and how water-rock interaction contributes to ocean salinity. What happens when these waters are contaminated? We'll investigate basic soil and water contamination processes caused by environmental processes such as mining, refining ores, and disposal of waste into landfill. The course will focus on metal contamination, both naturally occurring in rocks (mines in San Diego) and anthropogenically influenced (metals in Mission Bay). We'll determine how much contamination is too much, for both organisms and humans, and the possible health effects of exposure to these contaminants.

### Credit Hours
**Min:**
4

## EOSC561 - Invertebrate Zoology

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
561

**Course Description**
A survey of the invertebrate animals with emphasis on evolutionary relationships among the groups as expressed by their morphology and physiology. Three hours of lecture and one laboratory weekly.

### Credit Hours

**Min:**
4

## EOSC562 - Biology of Fishes

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
562

**Course Description**
This 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.. Three hours of lecture and one laboratory per week

### Credit Hours

**Min:**
4

## EOSC565 - Marine Mammals

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
565

**Course Description**
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.

### Credit Hours

**Min:**
3

## EOSC573 - Climatology

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
573

**Course Description**
A course to cover principles of climatology and methods of climatic data analysis. The fundamentals of climatology, methods and technologies used in acquiring and analyzing cl imatic data, and current issues such as human-induced climatic changes will be discussed. This course will cover the Earth's energy budget and temperature, moisture in the atmosphere and precipitation, winds and the general circulation, and climates in different regions of the world. Three hours of lecture and one laboratory per week.

### Credit Hours

**Min:**
4

## EOSC574 - History of the Earth and Climate with Lab

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
574

**Course Description**
The objective of this course is to develop a deeper understanding of the history of earth's climate system and interactions of different components of the climate system (lithosphere, hydrosphere/cryosphere, atmosphere, anthrosphere). We will investigate the geologic and historical record of natural climate change and evidence of the mechanisms causing natural climate variability. Our approach will be to examine how scientist's views and our ideas about climate have changed over the past 150 years. Toward the end of the course, we will apply our knowledge of natural climate cycles in the past to investigate the scientific basis for predictions of future climate change. The laboratory will introduce students to methods and techniques used in historical geology and paleoclimatology focusing on the geological history of southern California. The laboratory may include weekend field trips. Students may not receive credit for taking EOSC 574 and EOSC 474 or EOSC 475 or EOSC 575.

### Credit Hours

**Min:**
4

## EOSC575 - History of the Earth and Climate

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
575

**Course Description**
The objective of this course is to develop a deeper understanding of the history of earth's climate system and interactions of different components of the climate system (lithosphere, hydrosphere/cryosphere, atmosphere, anthrosphere). We will investigate the geologic and historical record of natural climate change and evidence of the mechanisms causing natural climate variability. Our approach will be to examine how scientist's views and our ideas about climate have changed over the past 150 years. Toward the end of the course, we will apply our knowledge of natural climate cycles in the past to investigate the scientific basis for predictions of future climate change. Students may not receive credit for taking EOSC 575 and EOSC 474 or EOSC 475 or EOSC 574.

### Credit Hours

**Min:**
3

## EOSC581 - Natural Resources of Death Valley

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
581

**Course Description**
One of the hottest locations on Earth, Death Valley is a land of extremes. Extreme heat in the below-sea level basin is contrasted with snow-capped mountains on the surrounding peaks. Vast, dry, swaths of arid, salty landscapes harbor lush oases of hot springs and isolated populations of desert fish. This unique desert landscape was formed by tectonic processes – crustal rifting – and provides the backdrop for two contrasting human interactions with the environment: historic extraction of the natural resources unique to this geologic setting, and its modern-day protective designation as a National Park. How did extraction of metals and borax support settlement in Death Valley? When did the last mine close? How does water, the most fundamental resource required for human survival, influence the landscape and human history of this driest place in the United States? This course explores the interaction between humans and the unique desert environment of Death Valley, CA. We will examine the tectonic processes that produced the modern landscape and climate of Death Valley and how these geologic processes led to the formation of natural resources (metals, borax, gypsum). Surface water and groundwater resources were- and continue to be- an integral component of this desert ecosystem; groundwater feeds hot springs, evaporating rainwater forms salt crystals, and rain events lead to further desert sculpting and disruption to Park infrastructure. This course builds on fundamental principles covered in EOSC 105/110 with an emphasis on the interaction between humans and their environment. A significant amount of time (approximately 5 days) will be spent visiting Death Valley during Spring break, which is a mandatory field trip requirement for this course.

### Credit Hours

**Min:**
3

## EOSC585 - Environmental Geology

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
585

**Course Description**
This course focuses on the interaction between humans and the geologic environment. We will examine geologic processes responsible for forming a variety of Earth resources, such as ore deposits (e.g., copper minerals) and energy resources (e.g., fossil and nuclear fuels). Anthropogenic extraction, processing, and disposal of these resources, and their impact on the environment, will be investigated. Two Earth resources will be the subject of detailed study: groundwater and soils. An in-depth explanation of processes relating to both (e.g., groundwater flow, water quality, soil composition) will be developed, followed by an investigation of practices used in the monitoring and assessment of anthropogenic contamination of soil and groundwater. This course will help to prepare students for working in academia, government, or as an environmental consultant. Three hours of lecture and one laboratory per week. Some weekend field trips may be required.

### Credit Hours

**Min:**
4

## EOSC587 - Surface Water Hydrology

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
587

**Course Description**
A course to cover principles of surface water hydrology and methods to solve hydrologic problems related to urbanization, soil and water conservation, and water resources management. The components of the hydrologic cycle and the concept of water balance will be discussed in detail. This course also will cover various methods of hydrologic computation, the basics of watershed modeling, applications of GIS in hydrology, and issues especially relevant to Southern California. Three hours of lecture and one laboratory per week and some field trips.

### Credit Hours

**Min:**
4

## EOSC588 - Geomorphology

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
588

**Course Description**
An introduction to geomorphology, the study of landforms and the processes that produce and modify them. Explores how landforms respond to climate change, tectonic forcing, and changes in land use. Addresses common geomorphic processes including weathering, soils, hill slope processes, fluvial processes and landforms, aeolian transport, glacial and periglacial environments, karst, and coastal processes. This course includes a weekly lab.

### Credit Hours

**Min:**
4

## EOSC594 - Special Topics in Environmental and Ocean Sciences

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
594

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

### Credit Hours

**Min:**
1

**Max:**
4

## EOSC595 - Directed Readings

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC

**Course Number**
595

**Course Description**
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 three units may be used toward the degree requirements without consent of the program director.

### Credit Hours

**Min:** 1
**Max:** 3

## EOSC596 - Research

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC
**Course Number**
596

**Course Description**
Research toward the master's thesis. This research will be under the general supervision of a thesis advisor. No more than three 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.

### Credit Hours

**Min:** 0.5
**Max:** 9

## EOSC597 - Thesis

### General

**College/School**
Arts & Sciences

**Course Subject Code**
EOSC
**Course Number**
597

**Course Description**
Independent writing of the thesis with consultation of the major advisor. 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.

### Credit Hours

**Min:** 0.5
**Max:** 1

## ESH501 - Engineering and the Health of the Planet

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ESH
**Course Number**
501

**Course Description**
Students will be introduced to MESH and the complex adaptive systems that will be examined over the next few months in relation to engineering, health, and sustainability. They will begin to develop or enhance their critical thinking skills and ability to question assumptions relating to contemporary practices and processes. Students will explore how changes to earth systems, facilitated or exacerbated by technological developments, affect human health, ecosystems, environmental justice and ethics, within political, economic, and social systems. They will develop their sustainability design skills and apply critical lenses to a variety of engineering applications to consider potential negative human and ecosystem health impacts and possible ways to mitigate these. The course will be taught as a series of case studies within a wide range of engineering disciplines and draw where possible on areas specifically connected to the students' own areas of interest and backgrounds.

### Credit Hours

**Min:** 3

## ESH502 - Health and the Built Environment

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ESH
**Course Number**
502

**Course Description**
This course will critically examine the complex interplay between engineering, development, and other interventions that impact the environment, and human, animal, and planetary health. Students will employ transdisciplinary and complex systems approaches to better understand how changes to the environment can impact health outcomes, and thereby foster an awareness of the unintended outcomes of their work and the need for greater intentionality in the planning, design, and implementation of their interventions and projects. This course will also cultivate an understanding of the important, but often overlooked, development of social infrastructure in tandem with the development of physical infrastructure for fostering sustainability.

### Credit Hours

**Min:** 3

## ESH510 - Sustainable Food

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ESH
**Course Number**
510

**Course Description**
This course examines the complex and interconnected world of health, politics, economics, ecology, engineering, sustainability, and justice in relation to food systems and food production. We explore the methods and impacts of land use and food production and distribution through a social science and historical lens. An understanding of the complex social factors and unsustainable practices impacting malnutrition, obesity, and non-communicable and communicable diseases will be essential to be able to redress these challenges. Specifically, food insecurity, food deserts, commerciogenic malnutrition, and famine will be critically examined, as will the impact of transnational food monopolies, foreign direct investment, and the World Trade Organization on food cost, accessibility, and safety. Alternative, sustainable, and just practices of food production and distribution that draw on both traditional and contemporary movements will be mined for innovative solutions that promote human, environmental, and planetary health. Prerequisites: ESH 501 and ESH 502

### Credit Hours

**Min:** 3

## ESH511 - Sustainable Water

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ESH
**Course Number**
511

**Course Description**
This course explores water and its interconnections with environmental sustainability, social equity, health, and economic development. With the understanding of sustainable access to clean water as a fundamental human right, students will re-envision and create a world where water engineering and management support a healthy ecosystem for both people and the planet. We will explore water scarcity, water access, and engineering innovations in water supply, drinking and waste water, efficiency of distribution, as well as the impact of engineering on water quality and ecosystem health. Throughout the course, students will consider the interrelated aspects of engineering and water in relation to health, justice, and sustainability. The course will adopt a case study approach and students will 'virtually' visit multiple contexts and countries in order to explore the real-life implications of access to life-giving water. Prerequisites: ESH 501 and ESH 502

### Credit Hours
**Min:**
3

## ESH520 - Sustainable Energy

### General
**College/School**
Shiley-Marcos School of Engr

| Course Subject Code | Course Number |
|---|---|
| ESH | 520 |

**Course Description**
This survey course introduces students to energy systems, technologies, governance, and policies through the lens of sustainability. Students completing the course will develop a holistic understanding of how these components currently fit together, the justice and security implications that they create, and how they need to evolve as part to the ongoing energy transition. As part of this journey, students will develop skills for analyzing the state and trends of the U.S. and global energy systems, assessing energy production and consumption data, and evaluating options for delivering energy services in a sustainable and equitable manner. In addition, students will apply the material learned throughout the course to a real-life scenario of their choice and will be able to incorporate the results into their MESH project. Prerequisites: ESH 501 and ESH 502

### Credit Hours
**Min:**
3

## ESH521 - Getting to Zero Waste

### General
**College/School**
Shiley-Marcos School of Engr

| Course Subject Code | Course Number |
|---|---|
| ESH | 521 |

**Course Description**
This course will explore all elements of the global waste problem from recycling and reusing, to reducing consumption and production, and the practicalities of getting to zero waste. We will examine the idea of circular economies and circularity of materials, inspired by nature to reduce our waste to zero. Critique of contemporary and alternative processes will be facilitated by reviewing the interconnected social, political, economic, environmental and technical implications. Case studies will be explored in different parts of the world and framed in new approaches to the ecological paradigm of moving from waste as a problem to ‘waste as a resource’. Prerequisites: ESH 501 and ESH 502

### Credit Hours
**Min:**
3

## ESH530 - Transitioning to Alternatives

### General
**College/School**
Shiley-Marcos School of Engr

| Course Subject Code | Course Number |
|---|---|
| ESH | 530 |

**Course Description**
The “Just Transition” framework, emerging from the intersection of climate justice and labor movements, supports both the environment and the worker through a set of principles, processes, and practices that are place-based and yet universal. These principles, processes, and practices address the root-causes of climate change by working to transform the imperialist, colonial, and hierarchical relationships among Peoples, with the Earth, and with knowledge production to just, equitable, and regenerative relations through cooperative economies, direct democracy, and public-interest knowledge production. In this course, we shall explore the potential and promise of such a transition. We shall explore how to reduce extraction by reducing consumption, how to reduce waste by producing for need instead of profit, and how to create non-hierarchical organizational structures in cooperative economies. We shall evaluate the roots and limits of existing ‘corporate metrics’ that measure “progress” towards sustainability by learning from the experiences of historically and currently marginalized communities that are first and most affected by climate change. We aim at co-creating ‘metrics’ with the grassroots movements that facilitate the path towards a just transition. Prerequisites: ESH 501 and ESH 502

### Credit Hours
**Min:**
3

## ESH531 - Environmental Justice

### General
**College/School**
Shiley-Marcos School of Engr

| Course Subject Code | Course Number |
|---|---|
| ESH | 531 |

**Course Description**
This course will examine the interconnection of industrial and infrastructure development and with environmental issues related to community health, social and environmental justice. Evidence is mounting that unprecedented economic growth experienced by human societies has induced a state of crisis for the Earth’s ecological systems. Many of the public goods provided by them – fresh water, clean air, abundant fisheries, nutritious soils, low sea levels, and moderate weather -- are increasingly at risk. The engineering systems which are needed to support human activity require resource materials and energy at unprecedented rates. Extraction and manufacture of these have the greatest impacts on the most vulnerable societies, which have already suffered the historical impacts of colonization. In this course, we will explore specific issues in an applied, place-based framework, focusing on ways of understanding larger challenges as they manifest themselves. We will also ask fundamental questions about environmental justice, exploring how social power dynamics along racial, economic, and cultural lines are pertinent to understanding people’s disproportionate access to clean, safe, and productive environments, on the one hand, and their unequal exposure to environmental harms, on the other. Through the examination of contemporary case studies, students in this course will be able to demonstrate an advanced level of understanding about the social causes and consequences of environmental racism and inequality, as well as the ways that innovation in engineering can alternately perpetuate environmental inequality and alleviate it. Prerequisites: ESH 501 and ESH 502

### Credit Hours
**Min:**
3

## ESH540 - Capstone Project

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ESH

**Course Number**
540

**Course Description**
Participants will embark on a practicum or research project in which they critically review current knowledge and practice in one area of interest and either develop a model and feasibility study or a significant change to their own or others' practice and explore the impact of this change. This project will run throughout the entire program and relate to all courses. They will be supported throughout the process with critical thinking skills, as well as sustainable design tools and methodologies. For professionals, the project could be based on their own work context. For participants who are not engaged in practice, projects can be arranged as internships for other organizations (online or face to face at a location accessible to participants). It is also possible to conduct a research study for an intended audience. The project might include, but is not limited to: a feasibility study for the development of a new interdisciplinary sustainability/health/engineering process within an organization; conducting a feasibility study and design of a locally appropriate interdisciplinary intervention in a specific context; collaboration with a community organization or NGO/INGO to design a project or training scheme for engineers and healthcare and development professionals in local culture, environmental, health issues, and human rights; design projects that identify and incorporate appropriate solutions for collaboration between environmental scientists, engineers and health and/or development professionals. Students publish their final work in a special issue of the MESH magazine enabling them to present their projects to a global audience. Prerequisites: ESH 501, ESH 502, ESH 510, ESH 511, ESH 520, ESH 521, ESH 530, and ESH 531

### Credit Hours

**Min:**
6

## ESH594 - Special Topics in Engineering, Sustainability, and Health

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ESH

**Course Number**
594

**Course Description**
A special topics course in areas within engineering, sustainability, and health.

### Credit Hours

**Min:**
1

**Max:**
6

## FORS998 - USD Study Abroad

### General

**College/School**
Arts & Sciences

**Course Subject Code**
FORS

**Course Number**
998

### Credit Hours

**Min:**
0

**Max:**
30

## FORS999 - USD Study Abroad

### General

**College/School**
Arts & Sciences

**Course Subject Code**
FORS

**Course Number**
999

### Credit Hours

**Min:**
0

**Max:**
30

## GSBA500 - Sustainable Strategies for the Entrepreneurial Manager

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
500

**Course Description**
The purpose of this course is to provide students with a fundamental understanding of how sustainable strategy is formulated in a global environment from the perspective of “changemakers” top executives. Participants will be introduced to and apply various core strategy and sustainability concepts and models such as industry environment analysis, internal analysis of resources and competences, business-level strategies, sustainable business modeling issues and its relationship to organizational performance. The intent is to provide students with a comprehensive perspective of how business strategy impacts competitiveness. Learning dynamics may include case studies, simulations, projects, and fieldwork.

### Credit Hours

**Min:**
2

## GSBA501 - Leading Multicultural Teams and Organizations

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
501

**Course Description**
This course provides concepts 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 include communicating across cultures, leading multicultural and virtual teams, adapting to different cultural behavioral styles, creative problem solving, conflict resolution, capitalizing on cultural diversity, motivating and empowering followers, comparative leadership theories and styles, moral considerations in power and politics, thinking strategically, 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. Prerequisites: GSBA 500.

### Credit Hours

**Min:**
2

## GSBA502 - Statistics and Analytics for Decision Making

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
502

**Course Description**
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. Prerequisites: GSBA 500.

### Credit Hours

**Min:**
2

## GSBA503 - Problem Formulation and Decision Analysis

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
503

**Course Description**
Whether managing a task, a project, or a corporation, business leaders often must make critical decisions with seemingly insufficient information to structure an effective analysis. Such an analysis requires framing the problem appropriately, formulating alternative actions and evaluating their advantages and disadvantages. This course will provide the student with the skills necessary to be able to approach decision making in a systematic and fruitful manner. Using spreadsheets as the medium, this course will exam such topics as modeling, decision analysis tools, constrained optimization methods and Monte Carlo simulation. This course will also provide experience with using these tools in such areas as marketing, finance and operations. Prerequisite: GSBA 502.

### Credit Hours

**Min:**
2

## GSBA504 - Marketing for Global Managers

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
504

**Course Description**
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 marketing strategy. Prerequisites: GSBA 500.

### Credit Hours

**Min:**
2

## GSBA505 - Financial Management and Analysis

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
505

**Course Description**
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 or statistics certification and GSBA 510.

### Credit Hours

**Min:**
3

## GSBA506 - Operations and Global Supply Chain Management

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
506

**Course Description**
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. Prerequisites: GSBA 502.

### Credit Hours

**Min:**
2

## GSBA507 - Financial Accounting and Statement Analysis

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
507

**Course Description**
This course provides an introduction to the financial reporting system that business entities use to convey information to external parties. The primary emphasis is on understanding financial statements, what they impart about a business entity, and how to use this information to make decisions. Students learn the accounting principles, conventions and concepts underlying financial reporting with the objective of developing the ability to analyze and interpret financial statements. The course provides an understanding of the financial reporting process from the inputs to the end products, including what motivates a manager to select a particular accounting treatment, how this choice affects the financial statements, what constitutes ethical financial reporting, and how to assess the quality of the reported financial information. Prerequisites: GSBA 500.

### Credit Hours
**Min:**
2

## GSBA508 - Law, Policy and Ethics in Global Business

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
508

**Course Description**
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, and 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. Prerequisites: GSBA 500.

### Credit Hours
**Min:**
2

## GSBA509 - Financial Management and Analysis

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
509

**Course Description**
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, cost of capital. Common business processes and business skills practiced are free cash flow projections, capital budgeting and the valuation of a firm. Prerequisites: GSBA 502 and GSBA 507.

### Credit Hours
**Min:**
2

## GSBA510 - Financial Accounting and Statement Analysis

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
510

**Course Description**
This course provides an introduction to the financial reporting system that business entities use to convey information to parties external to the firm. The primary emphasis is on understanding the financial statements, what they impart about a business entity, and how to use this information to make decisions. Students learn the accounting principles, conventions and concepts underlying financial reporting with the objective of developing the ability to analyze and interpret financial statements. The course provides an understanding of the financial reporting process from the inputs to the end products, including what motivates a manager to select a particular accounting treatment, how this choice affects the financial statements, what constitutes ethical financial reporting, how to assess the quality of the reported financial information, and how to adjust and use this information for analysis. This course is taken in the first semester of the program. Prerequisites: GSBA 500.

### Credit Hours
**Min:**
3

## GSBA511 - Managerial Accounting

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
511

**Course Description**
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. Prerequisites: GSBA 507 or GSBA 510.

### Credit Hours
**Min:**
2

## GSBA512 - Negotiations

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
512

**Course Description**
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. Prerequisites: GSBA 500.

### Credit Hours
**Min:**
3

## GSBA513 - Corporate Governance and Values

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
513

**Course Description**
This course surveys the major corporate governance systems in the world, focusing on the values and legal and financial traditions that have led to the development of systems with quite divergent goals and institutional 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. The course will require active student participation in case discussions, presentations, papers and role-plays. Prerequisites: GSBA 505 or GSBA 509

### Credit Hours

**Min:**
2

## GSBA514 - Economics in a Global Environment

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
514

**Course Description**
This course examines how the business environment and public policy affect industry and firm strategies for competitiveness. The focus is to enable students to identify, understand and evaluate the domestic and global forces causing economic change. Key concepts and ideas from both microeconomics and macroeconomics are introduced. Global issues are emphasized, such as the role that interest rates and exchange rates play in the movement of goods and capital between countries, national income and balance of payment accounting, trade barriers and regional trade agreements. It also examines these topics from an economic, social and ethical perspective. Prerequisite: GSBA 502.

### Credit Hours

**Min:**
2

## GSBA515 - Leading Multicultural Teams and Organizations

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
515

**Course Description**
This course provides concepts 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 include communicating across cultures, leading multicultural and virtual teams, adapting to different cultural behavioral styles, creative problem solving, conflict resolution, capitalizing on cultural diversity, motivating and empowering followers, comparative leadership theories and styles, moral considerations in power and politics, thinking strategically, 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 MBA program. Prerequisites: GSBA 500.

### Credit Hours

**Min:**
3

## GSBA516 - Current Trends in the Business Environment

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
516

**Course Description**
This course will focus on current issues impacting business and society - both external changes facing management and emerging trends in contemporary management thought and practice. Students will learn how to analyze rapidly changing national, regional, and global trends in the business environment and their effects on markets, supply chains, financial systems, infrastructure, and geopolitical relationships. Through real-world case studies, both historical and contemporary, students will examine how changes within one society affect others. By the end of this course, students will have gained the tools to be able to identify, analyze, and adapt to global changes as they affect business and society. Students will also explore emerging research and practice in contemporary business management. Prerequisite: GSBA 500

### Credit Hours

**Min:**
2

## GSBA517 - Managing Sustainability with Environmental, Social and Governance (ESG) Factors

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
517

**Course Description**
Consistent with USD's philosophy that business success is more than just the bottom line, students will learn how sustainability and environmental, social, and governance (ESG) factors create value for society and business. The rising interest in sustainability and ESG means stakeholders increasingly expect leaders across all disciplines to incorporate sustainability and ESG factors into decision making and management. Specific topics covered in the course include climate change impacts; human rights practices; diversity, equity and inclusion initiatives; reporting standards and requirements; and ESG metrics and ratings. Through case studies and collaborative project work, students will study evolving corporate sustainability practices that address responsible management of environmental, social and governance factors. Prerequisites: (GSBA 504 or GSBA 559) and (GSBA 505 or GSBA 509) and (GSBA 506 or GSBA 569) (506 or 569 may be taken concurrently).

### Credit Hours

**Min:**
2

## GSBA518 - Economics in a Global Environment

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
518

**Course Description**
This course examines how the business environment and public policy affect industry and firm strategies for competitiveness. The focus is to enable students to identify, understand and evaluate the domestic and global forces causing economic change. Key concepts and ideas from both microeconomics and macroeconomics are introduced. Global issues are emphasized, such as the role that interest rates and exchange rates play in the movement of goods and capital between countries, national income and balance of payment accounting, trade barriers, regional trade agreements, emerging markets and political risk. It also examines these topics from an economic, social and ethical perspective. Teaching methods include lecture, case studies and class discussion. Prerequisites: GSBA 502.

**Credit Hours**
**Min:**
3

## GSBA519 - Social Impact Consulting Project

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
519

**Course Description**
In this integrative course, students work in teams to provide solutions to a business challenge faced by a social venture either in the U.S. or abroad. A social venture may be considered any organization that prioritizes social impact along with financial performance. The course requires students to apply essential consulting tools and design thinking methodologies, as well as analytical and problem-solving skills developed in earlier foundational courses to strengthen an organization's capability to fulfill its mission. Prerequisites: (GSBA 504, GSBA 508 and GSBA 509 - Can be taken Concurrently)

**Credit Hours**
**Min:**
2

## GSBA520 - Advanced Corporate Finance

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
520

**Course Description**
Advanced topics in the area of financial management integrated through the use of case analysis. Topics include mergers and acquisitions, takeovers, leveraged buyouts, real options, dividend policy, capital structure decisions, financial forecasting, leasing and other contemporary financial issues. Prerequisite: GSBA 505 or 509.

**Credit Hours**
**Min:**
3

## GSBA521 - Investments

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
521

**Course Description**
A broad study of investment securities, capital markets and financial institutions with emphasis on security analysis and portfolio management techniques. The course will cover asset pricing, risk-return models, bond duration and portfolio immunization, the Black-Scholes option pricing model and option strategies and the use of derivative contracts in hedging risk. Prerequisite: GSBA 505 or 509.

**Credit Hours**
**Min:**
3

## GSBA522 - Advanced Seminar in Finance and Investments

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
522

**Course Description**
Integrates the theory and practical aspects of the fields of Managerial Finance and Investments by examining contemporary research on topics such as the creation of value, capital budgeting, corporate restructuring, market efficiency, agency theory, capital markets and asset portfolio theory. Prerequisite: GSBA 505 or 509.

**Credit Hours**
**Min:**
2

## GSBA523 - International Financial Management

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
523

**Course Description**
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 or 509) and (GSBA 514 or 518).

**Credit Hours**
**Min:**
3

## GSBA524 - Entrepreneurial Finance

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
524

**Course Description**
This course is based on experiential learning and present s a comprehensive stage-sensitive approach to entrepreneurial finance. The course provides students with the opportunity to perform financial analyses and make financial decisions for a company in a real-world setting throughout a venture's life cycle, including the valuation of intellectual property brought to a venture at founding, production planning based on cash flow constraints, financial forecasting, venture valuation, venture capital funding, and the acquisition of the venture as an exit for investors. Financial modeling is used as a tool to analyze the various financial elements of a venture. Prerequisites: GSBA 505 or 509

**Credit Hours**
**Min:**
3

## GSBA525 - Commercial Real Estate Finance and Investment

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
525

**Course Description**
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 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 or 509.

### Credit Hours

**Min:**
3

## GSBA526 - Real Estate Markets, Financing, and Institutions

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
526

**Course Description**
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.

### Credit Hours

**Min:**
3

## GSBA527 - Financial Statement Analysis

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
527

**Course Description**
Financial Accounting provides an introduction to basic financial statements and the financial reporting system that business entities use to report their results to shareholders. GSBA 527 Financial Statement Analysis provides the knowledge and skills required to decipher more complex financial disclosures and become sophisticated, skeptical users of financial information. This course will provide an understanding of how financial reporting choices affect financial disclosures, how to detect manipulation of financial information, how to assess the quality of financial information, and how to adjust this information to deliver more meaningful analysis and valuation results. The emphasis is on using financial information to make decisions, in particular, investing decisions. This course is especially relevant to students considering careers in investment banking, security analysis, public accounting, corporate finance, consulting, or executive management. This course is also beneficial for personal investing. Prerequisites: GSBA 505 or 509.

### Credit Hours

**Min:**
3

## GSBA528 - Business Cycles and Forecasting

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
528

**Course Description**
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 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, GSBA 503 and (GSBA 514 or GSBA 518).

### Credit Hours

**Min:**
3

## GSBA529 - Derivatives

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
529

**Course Description**
This course is intended to provide students with the necessary foundation to analyze forward, futures, and options contracts as well as swap contracts. Equity, interest rate, and currency derivatives will be examined with applications involving risk management. Credit default swaps will also be examined. Prerequisites: GSBA 509 or 505

### Credit Hours

**Min:**
3

## GSBA530 - Human Resources Management

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
530

**Course Description**
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. Prerequisites: GSBA 500.

### Credit Hours

**Min:**
2

## GSBA531 - Business Leadership and Spirituality

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
531

**Course Description**
This course addresses the current social movement connected with spirituality by exploring the relationship between business and spirituality, with a focus on the challenges of business leadership. Topics covered will include: How is business leadership related to the idea of calling? What special challenges for spirituality do the power and wealth that accompany successful business leadership pose? How can spiritual discipline and contemplative practice be tailored for the time-pressures of life? Prerequisites: GSBA 500.

### Credit Hours

**Min:**
2

## GSBA532 - International Comparative Management

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
532

**Course Description**
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. Prerequisites: GSBA 500.

### Credit Hours

**Min:**
2

## GSBA533 - Organization Change and Design

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
533

**Course Description**
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. Prerequisites: GSBA 500.

### Credit Hours

**Min:**
3

## GSBA534 - Values, Ethics and Corporate Culture

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
534

**Course Description**
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. Prerequisites: GSBA 500.

### Credit Hours

**Min:**
3

## GSBA535 - Interpersonal and group Dynamics

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
535

**Course Description**
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. Prerequisites: GSBA 500.

### Credit Hours

**Min:**
3

## GSBA536 - Current Topics in Management Consulting

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
536

**Course Description**
Current topics in management consulting is a unique course for students interested in a career in management consulting, private equity or industry leadership. The first half of the course is dedicated to learning management consulting techniques that find application in all aspects of working life. This includes consulting approaches from various academic and practitioner perspectives as well as different client management approaches. The second half of the course contains current topics in management consulting, which are led and presented by a professor in association with leading executives and professionals from strategic management consultancies, private equity enterprises, venture capitalists or industry executives.

### Credit Hours

**Min:**
2

## GSBA537 - Entrepreneurship

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
537

**Course Description**
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. Prerequisite: GSBA 505 or 509.

### Credit Hours
**Min:**
3

## GSBA538 - Torero Ventures Lab

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
538

**Course Description**
The purpose of the Torero Ventures Lab is to provide real world, hands on learning to enable students to create their own sustainable ventures - doing well by doing good. Focusing on opportunities for creating a positive impact as identified by United Nation's Sustainable Development Goals (SDGs), this course is an experiential learning opportunity. During this course students will work in teams to bring their ideas into reality by working with customers, mentors, investors, partners, and other key stakeholders. Students will learn to confront the ambiguity, uncertainty, and the messiness inherent in the startup process, and navigate these to bring their ideas one step closer to the launch stage. In this course through a combination of lectures, interaction with potential customers and investors, live case studies, and readings, students will be able to create a sustainable business model for their new ventures, understand the concepts of customer discovery and prototyping, identify key practices involved in founding a startup, work in interdisciplinary teams to understand how to build and work in startup teams and learn from failures to develop a workable business model. Prerequisites: Instructor's approval.

### Credit Hours
**Min:**
3

## GSBA539 - Power & Influence in Organizations

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
539

**Course Description**
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. Prerequisites: GSBA 500.

### Credit Hours
**Min:**
3

## GSBA540 - Taxes in Business Decisions

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
540

**Course Description**
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, nontaxable transactions, corporate re-organizations, employee compensation and tax accounting methods. Prerequisite: GSBA 510 or 507.

### Credit Hours
**Min:**
3

## GSBA541 - Negotiations for Entrepreneurial Ventures

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
541

**Course Description**
This course presents foundational negotiating principles and the advanced strategies and skills required to successfully negotiate key agreements in the entrepreneurial venture life-cycle, and the financial elements and implications of those agreements, Through a combination of class discussions and experiential learning negotiations, the course provides students with the opportunity to learn and apply advanced negotiating strategies and skills in negotiating financial agreements throughout the entrepreneurial venture life cycle, as well as other negotiating situations. Prerequisites: GSBA 505 or 509.

### Credit Hours
**Min:**
2

## GSBA542 - Financial Modeling

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
542

**Course Description**
This course is a detailed, hands-on examination of financial modeling techniques applied to optimal decision-making in the areas of corporate finance and investment banking. Topics include the construction of comprehensive valuation models (including capital structure and dividend policy modifications), using precedent transactions and comparable companies in valuation, strategic industry examination and application of valuation in the context of mergers and acquisitions. The course makes an extensive use of the Microsoft Excel©. Prerequisites: GSBA 509 or 505

### Credit Hours
**Min:**
3

## GSBA543 - Global Private Equity Finance

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
543

**Course Description**
Private equity represents a significant source of global investment capital. Private equity funds bring sophisticated investors together with companies needing capital as a catalyst for value creation. Private equity funds also are organized as businesses that require management and strategy. This course covers the global private equity and venture capital sectors in the U.S., Europe, and Latin America. The learning objective of the course is an understanding of the private equity firm business model, capital fundraising, deal assessment, due diligence practices, firm valuation, deal execution, financial, operational, and governance engineering strategies, gain realizations, return measurement, and exit strategies. Coverage of private equity fund types includes buyout funds, venture capital funds, mezzanine, distressed debt funds, impact investing funds, and fund of funds. Prerequisites: GSBA 509 or 505

### Credit Hours

**Min:**
3

## GSBA550 - Marketing Research

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
550

**Course Description**
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. Prerequisites: GSBA 504 or GSBA 559.

### Credit Hours

**Min:**
3

## GSBA551 - Seminar in Consumer Behavior

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
551

**Course Description**
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. Prerequisites: GSBA 504 or GSBA 559.

### Credit Hours

**Min:**
3

## GSBA552 - Marketing Analytics

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
552

**Course Description**
This course will take an applied, data driven, approach to understanding how analytics can help firms with various insights such as measuring the effectiveness of promotions, estimating sales, and segmenting their customers. Students will learn how different types of data and analytical methodologies can be used to solve these problems. They will also develop proficiency in communicating their insights to a managerial audience. Prerequisites: GSBA 502 and (GSBA 504 or GSBA 559)

### Credit Hours

**Min:**
3

## GSBA553 - Global Marketing

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
553

**Course Description**
This course focuses on the major issues regarding international branding. Mastering marketing skills of building and managing a company’s brand equity in 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. Prerequisites: GSBA 504 or GSBA 559.

### Credit Hours

**Min:**
3

## GSBA554 - Strategic Marketing

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
554

**Course Description**
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. Prerequisites: GSBA 504 or GSBA 559.

### Credit Hours

**Min:**
3

## GSBA555 - Brand Management

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
555

**Course Description**
This course explores the principles for building and maintaining brand equity. Brand management can drive customer loyalty, superior financial results, as well as competitive advantage. The course offers a thorough perspective of brand management as a discipline and as a career. Prerequisites: GSBA 504 or GSBA 559.

### Credit Hours

**Min:**
3

## GSBA556 - New Product Development

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
556

**Course Description**
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. Prerequisites: GSBA 504 or GSBA 559.

### Credit Hours

**Min:**
3

## GSBA557 - Social Media Marketing

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
557

**Course Description**
This course explores the Internet and digital domain in the context of business issues that concern marketers. The course extends beyond a narrow definition of e-marketing and expands it to all aspects of digital communications including mobile and social media. Students work through case study analysis and client interaction to apply course concepts. There is a dual focus on both theory and application concerning the digital elements of marketing variables, online consumer behavior, search engine marketing, social media analytics, and measurement. Prerequisites: GSBA 504 or GSBA 559.

### Credit Hours

**Min:**
3

## GSBA558 - Digital Marketing

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
558

**Course Description**
An in-depth analysis of Digital Marketing topics. This course explores the Internet and digital domain in the context of business issues that concern marketers. The course extends beyond a narrow definition of e-marketing and expands it to a focus on digital strategy and implementation. There is a dual focus on both theory and application concerning the digital elements of marketing variables; online consumer behavior; paid search, search engine optimization; content creation & email marketing; and analytics. A special focus is placed on case study analysis, client interaction, and digital marketing case competition to apply course concepts. Prerequisites: GSBA 504 or GSBA 559.

### Credit Hours

**Min:**
3

## GSBA559 - Marketing Management

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
559

**Course Description**
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 marketing strategy. Prerequisites: GSBA 500.

### Credit Hours

**Min:**
3

## GSBA559 - Marketing Management

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
559

**Course Description**
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 marketing strategy. Prerequisites: GSBA 500.

### Credit Hours

**Min:**
3

## GSBA560 - Supply Chain Strategy and Design

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
560

**Course Description**
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. Prerequisites: (GSBA 506 or GSBA 569) (Can be taken concurrently).

### Credit Hours

**Min:**
3

## GSBA561 - Global Purchasing and Supply Management

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
561

**Course Description**
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. Prerequisites: GSBA 506 or GSBA 569.

### Credit Hours

**Min:**
3

## GSBA562 - Strategic Cost Management

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
562

**Course Description**
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

### Credit Hours

**Min:**
3

## GSBA563 - Sustainable Global Supply Chain Management

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
563

**Course Description**
This course provides students with an understanding of Corporate Social Responsibility (CSR) issues in relation to the organization, operation and development of global operations and supply networks ('the extended enterprise').The emphasis in this course is to examine the current global environment relating to CSR and to explore processes and strategies for the adoption of a 'triple bottom line' approach to organization's supply chain strategies through student project work. Topics examined may include challenges in driving change in design, procurement, outsourcing, operations, facilities, logistics, marketing and distribution in order to develop more compassionate, conscientious and efficient practices. Prerequisites: GSBA 500.

### Credit Hours

**Min:**
2

## GSBA564 - Operations and Supply Chain Strategy and Tools

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
564

**Course Description**
This course is designed to provide students with simple, powerful approaches for improving supply chains and operations, particularly at small to mid-sized companies. The level of analysis ranges from strategic to tactical. Students will learn a framework for formulating and implementing an operations strategy. This simple yet powerful approach has been used frequently to add value to companies as they review their operations and supply chain strategies, as well as to help them develop one for the first time. It is also the starting point for companies as they address major strategic supply chain issues, such as whether or not to offshore or reshore their operations. Students will also learn a number of tools that have been successfully applied to help companies, large and small, improve their operations and supply chains. These include benchmarking, inventory management, production scheduling, production allocation and distribution, risk management, and implementing supply chain improvements. Prerequisites: GSBA 506 or GSBA 569.

### Credit Hours

**Min:**
3

## GSBA565 - Logistics and Distribution Management

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
565

**Course Description**
Distribution and logistics management is a critical element of supply chain management because distribution and logistics expenses often represent the largest single category of costs faced by a company and logistics activities touch all aspects of supply chain performance, creating value and competitive differentiation. Students will gain an in-depth understanding of basic distribution

and logistics management principles and be able to identify those distribution and logistics issues critical to supply chain managers in today's business environment and to project their likely impact on overall business performance. Students will become familiar with contemporary concepts and techniques and be able to use these for analyzing and resolving distribution and logistics problems. (This course is equivalent to MSCM 502.) Prerequisites: MSCM 501 or GSBA 506 or GSBA 569.

### Credit Hours

**Min:**
3

## GSBA567 - Value Network Management

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
567

**Course Description**
"Competition does not take place between organizations, but between competing value networks." This course is concerned with examining the nature and development of strategic advantage through networks of coordinating and collaborating partners. The course serves as a capstone for the MS-SCM and adopts a critical perspective to the fields of strategic management, human relations, behavioral science and innovation. It is intended to both consolidate prior studies and develop strategies for future personal development. This course begins by analyzing contemporary understanding of human behavior within the context of complex network relationship interactions. It addresses the theories and mechanics involved in development and management of dyadic and triadic relationships, including the economics of trust and the various schools of thoughts associated with strategic capabilities. This course also addresses the complex nature of innovation set within networks, specifically exploring the Schumpeterian approach to strategies for collaborative innovation. Students will learn about developing and managing integrated relationships, knowledge and resources, identifying opportunities for strategic improvement and developing their understanding of strategic value network through reflective learning and join problem-solving. (This is equivalent to MSCM 515.) Prerequisites: (GSBA 506 or GSBA 569 or MSCM 504) AND ((GSBA 563 or MSCM 514) OR (GSBA 561 or MSCM 503))

### Credit Hours

**Min:**
3

## GSBA569 - Operations and Global Supply Chain Management

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
569

**Course Description**
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. Prerequisites: GSBA 502.

### Credit Hours

**Min:**
3

## GSBA569 - Operations and Global Supply Chain Management

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
569

**Course Description**
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. Prerequisites: GSBA 502.

### Credit Hours

**Min:**
3

## GSBA570 - Program/Project Management

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
570

**Course Description**
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. Prerequisites: GSBA 502 with a minimum grade of C

### Credit Hours

**Min:**
2

## GSBA571 - Tools for the Program/Project Manager

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
571

### Credit Hours

**Min:**
3

## GSBA572 - Quality Management

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
572

### Credit Hours
**Min:**
3

## GSBA573 - Information Technology Project Management

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
573

### Credit Hours
**Min:**
3

## GSBA574 - Introduction to Information Technology

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
574

### Credit Hours
**Min:**
3

## GSBA575 - Database Foundations and Interactive Database Visualization

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
575

**Course Description**
This course provides an introduction to relational database concepts, Structured Query Language (SQL), principles of effective data visualization, and interactive data visualization. The course is structured to introduce new concepts using self-paced online content that is completed outside of the classroom and uses class-time to work hands-on assignments that reinforce previously learned concepts. Analytical Platforms: SQL, Tableau Prerequisites: GSBA 502.

### Credit Hours
**Min:**
3

## GSBA576 - Big Data & Business Analytics

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
576

**Course Description**
This is a graduate course (MBA level) on predictive analytics and is one component of four courses in the analytics specialization. Topics include, but are not limited to, programming, repository management, preprocessing & cleaning data, documentation & reproducibility, machine learning, and validation. By the end of the course, you will understand how to clean a data set and apply a predictive algorithm using the tidy data. Analytical Platforms: R (Swirl), Git, GitHub. Prerequisites: GSBA 502.

### Credit Hours
**Min:**
3

## GSBA577 - Business Analytics & Digitization

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
577

**Course Description**
Business Analytics and Digitization is centered on the increasing digitization of businesses and the application of business analytics. This phenomenon is situationally referred to as smart industries, industry 4.0 or the next industrial revolution. Various technological developments, such as additive manufacturing, internet-of-things or big data and business analytics are jointly redefining the established rules of competition and enabling new business models in an increasingly digitized world. Since the real world of production and the virtual world are increasingly converging, one can observe the emergence and development of cyber-physical systems (CPS) that are governed and controlled by computer-based algorithms. The successful management of CPS will be the key differentiating factor in our digitized future of doing business. Prerequisites: GSBA 502.

### Credit Hours
**Min:**
3

## GSBA578 - Conflict Diagnosis & Dispute Resolution in a Global Business Environment

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
578

**Course Description**
People throughout the world experience conflict in both their interpersonal and business relationships. Ever wonder how to handle it? Conflict Diagnosis and Dispute Resolution in a Global Business Environment is a course intended to help you develop the skills and knowledge needed to diagnosis, manage, and resolve conflict in a global environment. This interdisciplinary course (international relations/law/management/leadership/ethics) utilizes in-class role playing and simulations to help the student experience conflict in a cross-cultural context, as well as learn how to manage conflict in a global environment. Prerequisite: GSBA 500 (Can be taken Concurrently)

### Credit Hours
**Min:**
3

## GSBA579 - Cyber Law and Ethics

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
579

### Credit Hours
**Min:**
3

## GSBA580 - Global Innovation

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
580

**Course Description**
This course introduces and discusses innovation strategies in a global environment. The first half of the course is dedicated to studying and analyzing innovation practices that are related to ideation methods, information decision techniques, prioritization concepts, and international innovation management techniques. This includes innovation approaches from various academic and practitioner perspectives as well as different global approaches of innovation enhancements. The second half of the course is dedicated to innovation management in international environments. Teaching methods may include international case studies, simulations, and/or fieldwork with organizations. Prerequisites: GSBA 500.

### Credit Hours
**Min:**
3

## GSBA581 - Global Entrepreneurship for Social Change

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
581

**Course Description**
Social Entrepreneurship is an emerging and rapidly changing business field that examines the practice of identifying, starting and growing successful mission-driven for profit and nonprofit ventures, that is, organizations that strive to advance social change through innovative solutions. In this course we analyze ways in which different entities couple business skills with innovation and passion to address a wide range of global issues like inequality, hunger, illiteracy, lack of access to potable water and poverty. This course provides an opportunity to learn about different social ventures by examining a diverse set of organizational models and practices that are making a difference worldwide with a particular focus on a particular country (Argentina, Brazil, etc.). Prerequisites: GSBA 500.

### Credit Hours
**Min:**
2

## GSBA582 - Advanced International Business Negotiations

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
582

**Course Description**
More and more occasions require negotiation; conflict is 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 foreign country, exposing the student to some of the nuances of conducting business abroad. Prerequisite: GSBA 512.

### Credit Hours
**Min:**
2

## GSBA583 - Business and Social Innovation

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
583

**Course Description**
This course focuses on the linkages between business and social innovation. Changes in business are driven by a myriad of combined forces including global competition, the search for new market opportunities, consumer changes or stakeholder demands. At the same time businesses all over the world can affect and be affected by social issues such as social inequality, poverty, conflict, and violence. In the current state of affairs in which market opportunities cross paths with demands and expectations for addressing complex social issues, business can play a role sparking entrepreneurship and leadership going beyond the bottom line to include the creation of social and environmental value. A unique business and entrepreneurial imagination is evolving leading to a heretofore-unexplored intersection of business and social innovation. Prerequisites: GSBA 500.

### Credit Hours
**Min:**
2

## GSBA584 - Microfinance and Wealth Creation

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
584

**Course Description**
This course explores the area of microfinance and wealth creation — both from a theoretical and practical point of view — with a unique, international perspective. Since Grameen Bank founder, Professor Muhammad Yunus' winning the Nobel Peace Prize in 2006, awareness of and interest in microfinance/microcredit has risen dramatically. This course is designed to explore and analyze the key issues associated with microfinance and wealth creation. In the process students will critically investigate such questions as: What are the various business models for microfinance institutions (MFI's) and wealth creation? Which of these models are sustainable, scalable and reproducible? What is the social and economic impact of MFI's? What are the benefits and limitations of microfinance as a path for alleviating poverty? Prerequisites: GSBA 500.

### Credit Hours
**Min:**
3

## GSBA585 - Business Environment of Asia and The Pacific Rim

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
585

**Course Description**
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, NIEs, ASEAN). Prerequisites: GSBA 500.

### Credit Hours

**Min:**
2

## GSBA586 - Europe in the Global Economy

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
586

**Course Description**
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. Prerequisites: GSBA 500.

### Credit Hours

**Min:**
2

## GSBA587 - Latin American Business Environment

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
587

**Course Description**
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. Prerequisites: GSBA 500.

### Credit Hours

**Min:**
2

## GSBA588 - Global Perspectives and Business Practices in Organizations Part I

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
588

**Course Description**
This course will focus on the management of operations in Spain, both international and domestic. Activities will consist of site visits and in class sessions which include lectures, case discussions and management speakers who will describe their company's current strategy in order to better understand the impact of the Spanish environment on business and its implications for management. Students will gain an insight into the business environment of Spain and also be able to draw upon ideas from that environment to develop capabilities that may be applied in other environments and organizational contexts. Prerequisites: GSBA 500.

### Credit Hours

**Min:**
1

## GSBA589 - Global Perspectives and Business Practices in Organizations Part II

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
589

**Course Description**
This course will focus on the management of operations in the San Diego-Baja region, both international and domestic. Activities will consist of site visits and in class sessions which include lectures, case discussions and management speakers who will describe their company's current strategy in order to better understand the impact of the San Diego-Baja environment on business and its implications for management. Students will gain an insight into the business environment of San Diego-Baja and also be able to draw upon ideas from that environment to develop capabilities that may be applied in other environments and organizational contexts. Prerequisites: GSBA 588.

### Credit Hours

**Min:**
1

## GSBA590 - Agile Strategies for the Fourth Industrial Revolution

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
590

**Course Description**
This capstone course builds on the various functional courses introduced throughout the MBA program. The class highlights several agile strategies for the fourth industrial revolution, such as augmented reality strategies, smart automation techniques, digital performance management, and digital twin simulations. Additional topics also include but are not limited to Scrum/Scrumban strategies, agility and strategic planning, Industry 4.0 strategies, acquisition and restructuring, developing and implementing sustainable business strategies, and technology innovation strategies. The purpose is to provide students with an opportunity to integrate topics, such as advanced strategic management, business analytics, corporate entrepreneurship, sustainable innovation management,

mergers and acquisitions, and rapid international growth. Teaching methods may include case studies, simulations, projects and fieldwork. (This course is to be taken in the last semester of the MBA program.) Prerequisites: This course is to be taken in the last semester of the MBA program.

### Credit Hours

**Min:**
3

## GSBA590S - Strategy Simulations

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
590S

### Credit Hours

**Min:**
3

## GSBA591 - International Strategic Management

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
591

### Credit Hours

**Min:**
1.5

**Max:**
4

## GSBA592 - Social Impact Consulting Project

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
592

**Course Description**
In this integrative course, students work in teams to provide solutions to a business challenge faced by a social venture either in the U.S. or abroad. A social venture may be considered any organization that prioritizes social impact along with financial performance. The course requires students to apply essential consulting tools and design thinking methodologies, as well as analytical and problem-solving skills developed in earlier foundational courses to strengthen an organization's capability to fulfill its mission. Prerequisites: (GSBA 504 or GSBA 559) (Can be taken Concurrently) and GSBA 508 (Can be taken Concurrently) and (GSBA 505 or GSBA 509) (Can be taken Concurrently)

### Credit Hours

**Min:**
3

## GSBA593 - International Consulting Project

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
593

**Course Description**
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. Prerequisites: (GSBA 501 or GSBA 515) (Can be taken Concurrently) and (GSBA 504 or GSBA 559) (Can be taken Concurrently) and (GSBA 506 or GSBA 569) (Can be taken Concurrently) and (GSBA 505 or GSBA 509) (Can be taken Concurrently)

### Credit Hours

**Min:**
3

## GSBA594 - Special Topics

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
594

**Course Description**
Topics of current interest in Graduate Business Study. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. Prerequisites will vary depending on topic selected. Prerequisites: GSBA 500.

### Credit Hours

**Min:**
1

**Max:**
4

## GSBA595 - Business Consulting Project

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
595

**Course Description**
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. To be taken during the fall term of the second year of study. Prerequisites: (GSBA 501 or GSBA 515) (Can be taken Concurrently) and (GSBA 504 or GSBA 559) (Can be taken Concurrently) and (GSBA 506 or GSBA 569) (Can be taken Concurrently) and (GSBA 505 or GSBA 509) (Can be taken Concurrently)

### Credit Hours

**Min:**
3

## GSBA596 - Community Service

### General

**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
596

**Course Description**
MBA students are required to complete either one continuous project of 15 hours or more OR two projects of 6-8 hours each for an organization that serves the public benefit, typically a non-profit, or sometimes a faith-based organization. Community service consists of organized programs and activities that are designed to improve the quality of life of off-campus residents and address community issues across a variety of service areas, including, but not limited to, education, health, economic opportunity, the environment, disaster relief, the arts, and other human needs. Projects should be completed and submitted one semester prior to graduation.

### Credit Hours
**Min:**
0

## GSBA597 - International Studies

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
597

**Course Description**
Graduate business study abroad courses are offered in Europe, Latin America, Africa and Asia to provide students exposure to international culture and business practices.

### Credit Hours
**Min:**
0.5

**Max:**
10

## GSBA598 - Internship

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
598

**Course Description**
Applied learning experience working for a business, government, or nonprofit organization. Students undertaken 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.

### Credit Hours
**Min:**
1

**Max:**
3

## GSBA599 - Independent Study

### General
**College/School**
School of Business

**Course Subject Code**
GSBA

**Course Number**
599

**Course Description**
Independent study usually involving empirical research and written reports. Prerequisites: Permission of instructor and MBA department required.

### Credit Hours
**Min:**
1

**Max:**
4

## HCIN500A - Capstone Fundamentals

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
500A

**Course Description**
Capstone Fundamentals HCIN 500A, provides enrolled students with opportunities to explore a topical survey of current Health Information Technology (HIT) trends that may include critical background contributing to the selection of a topic and development of their individual CPP.

### Credit Hours
**Min:**
0

## HCIN500B - Capstone Discovery

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
500B

**Course Description**
Capstone Discovery HCIN 500B, provides enrolled students with opportunities to explore principles of project management (PM), data development, and effective visuals that may assist in the further development of their individual CPP topic. Prerequisites: HCIN 500A

### Credit Hours
**Min:**
0

## HCIN500C - Capstone Development

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
500C

**Course Description**
Capstone Development HCIN 500C, provides enrolled students with opportunities to develop collaboration and buy-in, market context and alignment, and expand their understanding of impact to the portfolio that will arise from their individual CPP. Prerequisites: HCIN 500B

### Credit Hours
**Min:**
0

## HCIN540 - Introduction to Health Care Information Management

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
540

**Course Description**
This course provides foundational knowledge and skills in health information management, informatics, and U.S. healthcare delivery, focusing on computer hardware, network architecture, electronic health records (EHRs), and healthcare software applications. It covers regulatory compliance, patient privacy, information security, and healthcare reimbursement while exploring current healthcare delivery trends, EHRs, interoperability, precision medicine, and healthcare database management and data analysis skills.

### Credit Hours
**Min:**
3

## HCIN541 - Introduction to Health Care Delivery Systems

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
541

**Course Description**
Provides an overview of the health care delivery system, professional roles, care delivery models, and relevant regulatory environment in the United States. Overviews common chronic and acute disease states that drive the U.S. health care system to provide the student with context for care delivery models. Intended for non-clinician students or individuals who lack significant professional health. Course is NOT required for Nursing Informatics students.

### Credit Hours
**Min:**
3

## HCIN542 - Systems Analysis and Design for Health Care Informatics

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
542

**Course Description**
This foundational course in the MS Degree in Health Care Informatics equips students with the essential knowledge and skills required for the planning, analysis, design, and implementation of computer-based information and technology systems within healthcare settings. Topics covered encompass the complete spectrum of system development, project management, and technology integration and include: the systems development life cycle, project management skills, requirement analysis and specification, feasibility and cost-benefit analysis, workflow analysis, process improvement/optimization leveraging techniques such as Lean Six Sigma, and Agile, logical and physical design, prototyping, system validation, change and communication management, deployment, human factors, and post-implementation review. Through a structured design, students gain a deep understanding of these critical elements, preparing them to navigate the complex landscape of health informatics and contribute effectively to healthcare technology advancements.

### Credit Hours
**Min:**
3

## HCIN543 - Database Design and Knowledge Management

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
543

**Course Description**
This course offers opportunities for students to acquire advanced database skills. Applied skills, emphasizing database design, data structuring, modeling and the development of database management systems are examined. Fundamental competencies in knowledge management, change management, and system engineering as they pertain to the healthcare environment and related fields are explored. Students will design and manipulate databases using software applications, such as Structured Query Language (SQL), to resolve selected operational problems. Prerequisites: HCIN 540.

### Credit Hours
**Min:**
3

## HCIN543P - Database Design and Knowledge Management Practicum

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
543P

**Course Description**
This practicum offers opportunities for students to acquire advanced database skills, including database design, data structuring, modeling, and the development of database management systems. Fundamental competencies in knowledge management, change management, and system engineering about the healthcare environment and related fields are applied. Students will use software applications like Structured Query Language (SQL) to design and manipulate databases to resolve selected operational problems. Prerequisites: HCIN 540

### Credit Hours
**Min:**
2

## HCIN544 - Advanced Health Care Information Management

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
544

**Course Description**
This course explores advanced healthcare information management topics, focusing on cybersecurity, interoperability, emerging trends in technology, and health system leadership. Ethical considerations and professional practice are central to the discussions. Privacy, security risk assessments, and comprehensive security plans for health systems are examined. Students will apply reflective practice to extract meaningful insights from leadership activities. Prerequisites: HCIN 540 and HCIN 552

### Credit Hours
**Min:**
3

## HCIN545 - Health Care Informatics Practicum (Independent Study)

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
545

**Course Description**
This practicum provides the students with practical experience in real-world healthcare informatics and data analytics settings. Emphasis is on translating theoretical knowledge into practical skills in a professional environment. The functions and responsibilities of informatics specialists and data analysts are examined. Under the guidance of experienced professionals, students will further their understanding of daily operations, data management, patient privacy concerns, and technology implementation in healthcare settings. Students will identify a problem or challenge within the healthcare setting and develop a project to address it. Prerequisites: HCIN 540.

### Credit Hours

**Min:**
1

**Max:**
4

## HCIN546 - M.S. Health Care Informatics Capstone

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
546

**Course Description**
This capstone course marks the conclusion of the online MS Health Care Informatics, designed for an in-depth exploration of the field of health informatics with a focus on its application across various health science areas. Students will explore how information technology and healthcare intersect to address modern challenges in health sciences, emphasizing the evaluation of health information technology systems in meeting current healthcare needs. The course culminates with each student completing a project that will be presented for professional and peer evaluation. Additionally, the course includes the development of a reflective ePortfolio and an exploration of current issues in Health Informatics within the context of a rapidly evolving healthcare delivery system.

### Credit Hours

**Min:**
1

**Max:**
3

## HCIN547 - Health Care Analytics

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
547

**Course Description**
The course emphasizes the practical application of data analytics in addressing specific clinical queries, crafting clinical decision support rules, and employing precision medicine concepts. Students will develop the practical skills necessary to use various types of clinical data in addressing clinical inquiries using an evidenced-based approach. A range of clinical data sets will be examined including those at the population level. Through clinical case studies students will develop their data analytics expertise. Prerequisites: HCIN 543

### Credit Hours

**Min:**
3

## HCIN548 - Health Care Informatics Seminar

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
548

**Course Description**
The HCI seminar course provides the student with the opportunity to work collaboratively with faculty and student colleagues to address concepts and ideas emerging in the field of Health Care Informatics. Each seminar focuses on various aspects of the Clinical Informaticist Health Care Data Analyst and Health Care Informatics Leader role. Throughout the seminar course, students will use various methods to analyze emerging trends in health care and informatics. Seminar students will generate self-reflective and field-relevant capstone projects. Students will fulfill program competencies through individual projects.

### Credit Hours

**Min:**
0

**Max:**
2

**Number Of Repeats:**
4

## HCIN549 - Biostatistics

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
549

**Course Description**
The HCI seminar course provides the student with the opportunity to work collaboratively with faculty and student colleagues to address concepts and ideas emerging in the field of Health Care Informatics. Each seminar focuses on various aspects of the Clinical Informaticist Health Care Data Analyst and Health Care Informatics Leader role. Throughout the seminar course, students will use various methods to analyze emerging trends in health care and informatics. Seminar students will generate self-reflective and field-relevant capstone projects. Students will fulfill program competencies through individual projects.

### Credit Hours

**Min:**
3

## HCIN550 - Health Care Six Sigma, Green Belt

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
550

**Course Description**
Employs the structured Six Sigma “DMAIC” methodology: Define, Measure, Analyze, Improve, and Control to introduce principles, tools, and techniques to improve processes within a health care organization. Enables students to apply the Six Sigma model to improve such systems as: patient throughput, clinical diagnostics reporting, and care delivery redesign. Defines tools and techniques of Six Sigma in order to successfully develop, launch, and transition a project through each phase terminating with an evaluation phase.

### Credit Hours

**Min:**
3

## HCIN551 - Introduction to Geohealth

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
551

**Course Description**
Enhances the student's familiarity and builds competence in using geographic information systems (GIS) applied to health surveillance and research. Provides the student interactive experiences to map clinic data and to conduct geographic modeling decisions. Incorporates an active learning environment to provide students an opportunity to develop a practical understanding of GIS software.

### Credit Hours

**Min:**
3

## HCIN552 - Clinical Documentation: Electronic Medical Record Systems

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
552

**Course Description**
Students will engage in a comprehensive exploration of clinical documentation systems. This course offers a blend of theoretical knowledge and practical application, with a strong focus on experiential learning using an academic electronic health record system. Students will trace the historical trajectory of clinical documentation systems, gaining insight into their development and evolution over time. Students will examine the intricate hardware and software requirements essential for Electronic Health Records (EHRs). A problem-based learning approach is employed to cultivate students' proficiency in developing clinical rules and alert systems for clinical information systems. These skills will be applied for purposes such as quality assessment, risk analysis, billing processes, bioinformatics, genomics, and research applications. Emphasis is placed on understanding the regulatory landscape surrounding EHRs, including compliance with the Health Insurance Portability and Accountability Act (HIPAA), the Genetic Information Nondiscrimination Act (GINA), requirements from the Centers for Medicare and Medicaid Services (CMS), and information security regulations.

### Credit Hours

**Min:**
3

## HCIN552P - Clinical Documentation: Electronic Medical Record Systems Management Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
552P

**Course Description**
This practicum explores the nurse informaticist role, providing students with expertise in the design, construction, testing, and implementation of changes in electronic medical record (EMR) systems. Emphasis is placed on assessing the effectiveness and safety of EMRs, aiming to identify areas for improvement. Students will translate data from the EMR into actionable insights to improve patient outcomes and operational efficiencies. The design of clinical rules and alerts within EMR systems will be explored, focusing on supporting and improving clinical decision-making processes. Students will gain hands-on experience using EMR capabilities to enhance healthcare practices and contribute to the ongoing advancement of informatics in nursing.

### Credit Hours

**Min:**
2

## HCIN553 - Clinical Documentation Systems: Specialist Role

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
553

**Course Description**
Provide a basic understanding of the electronic medical record and how digital billing systems are evolving to meet the clinical documentation needs of health care organizations. Fosters skills in applying diagnostic coding standards to meet quality, regulatory and billing requirements, including: code book formats; coding techniques; formats of the ICD, DRG, and CPT manuals; health insurance; billing, reimbursement, and collections. Course examines federal regulations covering billing and patient privacy (HIPPA).

### Credit Hours

**Min:**
3

## HCIN554 - Telehealth & Emerging Tech

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
554

**Course Description**
Provides an introduction to the emerging discipline of telehealth. Provides a historical perspective of remote monitoring of patients using various types of telehealth, including video conferencing, telephonic, and home based sensors. Includes an overview of relevant hardware and software requirements for a telehealth program. Includes federal and state regulations covering telehealth practice and reimbursement models by Medicare, Medicaid and other insurers. Includes consumer grade health monitoring devices and emerging health care technology.

### Credit Hours

**Min:**
3

## HCIN555 - Health Care Six Sigma, Black Belt

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
555

**Course Description**
This is the second course in the Health Care Six Sigma Course Series. Builds upon skills and knowledge acquired during the Six Sigma Green Belt course. Develops team leadership knowledge and applied skills using the quality and performance improvement methodology, "DMAIC" model (Define, Measure, Analyze, Improve, and Control) applied to an actual health care project. Prerequisites: HCIN 550.

### Credit Hours

**Min:**
3

## HCIN556 - Health Care Leadership, Values, and Social Justice

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
556

**Course Description**
This course explores the role of leadership in driving innovation and change in healthcare organizations. Students will examine leadership theories, ethics, values, and social justice principles and their relevance in the healthcare setting. Project implementation strategies will be explored. An experiential learning approach is used, enabling participants to gain practical experience, develop transferable and marketable skills, and engage in reflective practices to foster leadership growth. The knowledge and skills acquired through this experience are designed to enhance competencies in leading within diverse healthcare settings. Prerequisites: HCIN 540

### Credit Hours

**Min:**
3

## HCIN557 - Financial Management in Health Care Systems

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
557

**Course Description**
Provides a forum for the exploration and evaluation of the financial environment of the health care industry and how it specifically affects the role of the health care leader. Emphasizes the development of financial analysis skills that provides a foundation for application within the health care delivery system.

### Credit Hours

**Min:**
3

## HCIN558 - Strategic Planning and Management of Health Systems

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
558

**Course Description**
This course emphasizes strategic planning and management as requisite to growth and survival of health systems. It also acquaints students with the language, processes, tools and techniques of strategic planning and change management that will enable them to contribute effectively to strategic thinking and action in health systems.

### Credit Hours

**Min:**
3

## HCIN559 - Management of Health Care System Quality Outcomes and Patient Safety

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
559

**Course Description**
Focuses on the evaluation of patient safety and quality of care outcomes from a systems perspective. Explores theoretical and methodological foundations for understanding and applying patient safety and quality of care outcomes within the current health care environment. Reviews safety applications in other high-risk industries with application to nursing and the healthcare industry. Emphasizes identification, implementation, and evaluation of quality indicators for patient safety and other patient outcomes. Evaluates patient safety and quality indicators for their sensitivity and specificity to clinical care. Addresses the role of leadership in error prevention and maintenance of a culture of patient safety.

### Credit Hours

**Min:**
3

## HCIN560 - Introduction to Healthcare Simulation

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
560

**Course Description**
Provides an overview of the fundamentals and exploration of health care simulation concepts. Innovative teaching strategies and technology are presented including opportunities to gain “hands-on” experience using multiple simulation methods such as task trainers, hi and lo-fidelity mannequins, and standardized patients within active learning scenarios. Emphasizes basic understanding of entire continuum of planning, executing, and debriefing a successful simulation incorporating creation of cases, resource planning, event management, development of competency checklists, and facilitation of reflective learning.

### Credit Hours

**Min:**
3

## HCIN594 - Special Topics in Health Care Informatics

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
594

**Course Description**
A special topics course in areas within health care informatics. Prerequisites: HCIN 540

### Credit Hours

**Min:**
1

**Max:**
6

## HCIN600 - Population Health Analytics

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
600

**Course Description**
This course focuses on the Institute for Healthcare Improvement's Triple Aim and how data analytics can be used to identify and address health disparities. Methods for measuring and analyzing population disease burden are explored. Students will apply various data sets, including disease registries, electronic health records, claims data, and socio-economic data, to measure, trend, and analyze the impact of disease on various populations. Prerequisites: HCIN 540

### Credit Hours

**Min:**
3

## HCIN605 - Data Structures and Terminologies

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
605

**Course Description**
This course provides the Health Care Analytics, Data Science, Doctoral Nursing and Informatics student a review of health care standards, terminologies, and quality outcome measure data. Students will examine how these are applied to document, measure, evaluate, and reimburse health care in the United States. This includes standards and terminologies common to Electronic Health records to include the following: The International Classification of Diseases (ICD), Current Procedural Terminology (CPT) code sets, Health Level Seven (HL7) Reference Information Model, Systematized Nomenclature of Medicine (SNOMED), Logical Observation Identifiers, Names, and Codes (LOINC), and RadLex, Standards, terminologies, and outcome measures unique to medicine, Nursing, Allied Health Professionals and Health Care delivery organizations (such as hospitals, clinics, and medical provider practices) is included.

### Credit Hours

**Min:**
2

## HCIN610 - Advanced Leadership and Health Systems Management

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
610

**Course Description**
This course explores theoretical and applied principles of leadership in complex health care delivery systems. Students will explore health care organizations to determine how leadership, technology, and system complexity affects care delivery. Students will examine how learning health care systems management differs from traditional systems management and the benefits they offer to complex delivery systems. Prerequisites: Admission to the Nursing Informatics program or consent of instructor.

### Credit Hours

**Min:**
3

## HCIN611 - Health Care Economics

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
611

**Course Description**
This course analyzes the Health Care industry and public health systems in the United States. Students will evaluate the impact of both private and public sectors of the health care industry and the impact of competing goals of: broad access, high quality, and affordability. This course will also examine the way consumers and providers affect the availability and quality of health care. Additional course topics include: supply and demand modeling; cost-benefit analysis; reimbursement models including pay for performance; global drivers on the US healthcare industry and implications of policy, regulatory and political philosophy regarding care.

### Credit Hours

**Min:**
3

## HCIN615 - Research Fundamentals and Biostatistics

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
615

**Course Description**
This course focuses on advanced methods and tools aimed at managing a diverse array of healthcare challenges. Students will develop skills to evaluate data for the purpose of formulating, resolving, and empirically testing data-driven hypotheses. It examines the application of quantitative and qualitative data, and biostatistics, to critically assess healthcare programs and research endeavors. Pivotal domains of data stewardship and data governance are examined. Information security, privacy, and confidentiality are discussed as related to the roles of an informaticist and data analyst. Complementing these core topics, the curriculum also explores emerging trends in healthcare, data science, genomics, and bioinformatics. Prerequisites: HCIN 540, HCIN 552

### Credit Hours

**Min:**
3

## HCIN620 - Machine Learning Applications for Health Care

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
620

**Course Description**
This course will explore the application of machine learning (ML) to the health care setting. ML is a field of computer science that trains computers to recognize patterns in complex data sets and formulate predictions based upon designed algorithms. ML can be used to predict hospital readmission, identify patients who may develop hospital acquired infections, and support diagnostic reasoning for clinicians. The course will explore various ML methods to design algorithms for solving common clinical problems. In addition, students will gain a basic understanding of how ML methods can learn from data to find underlying patterns useful for prediction, classification, clustering, and exploratory data analysis. Prerequisites: HCIN 543

### Credit Hours

**Min:**
3

## HCIN625 - Digital Health Care Marketing

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
625

**Course Description**
This course will explore marketing principles and methods utilized in the health care industry from the perspective of a health care leader. Students will learn how to assess market needs for health care organizations and service lines. Course will include case studies to understand ethical, regulatory, and liability issues in health care marketing. Additional course topics include web-based advertising, management of marketing staff, and website design. Prerequisites: Admission to or graduation from the HCI or NI program and completion of HCIN 540 (HCI and NI) and HCIN 541 (HCI only) or consent of instructor.

### Credit Hours

**Min:**
3

## HCIN630 - Health Care Law and Risk Management

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
630

**Course Description**
This course explores the legal principles and strategies for minimizing risk and liability within healthcare systems. Through the examination of case studies, students will review legal and ethical dilemmas arising in healthcare. The laws and regulations governing information management, patient rights, patient privacy (Health Insurance Portability and Accountability Act HIPAA), and quality management in healthcare are explored. Students will use various quality management tools, such as Root Cause Analysis (RCA) and a Failure Mode Effect Analysis (FMEA), to address liability issues within the healthcare setting. Prerequisites: HCIN 540

### Credit Hours

**Min:**
3

## HCIN640P - Health Care Information and Communication Management Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
640P

**Course Description**
In collaboration with community partners, this practicum focuses on using information and communication technologies to improve patient care, healthcare outcomes, and healthcare processes. It examines the use of electronic health records to enhance care delivery, reduce errors, and meet regulatory requirements. It also explores the application of human factors in selecting clinical documentation tools, the importance of safeguarding health information systems, and strategies for successful EHR implementation and workflow optimization. The concepts of communication, ethics, and clinical judgment are emphasized. Prerequisites: None

### Credit Hours

**Min:**
1

**Max:**
2

## HCIN647P - Nurse Informatics Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
647P

**Course Description**
In collaboration with community partners, this practicum focuses on integrating clinical knowledge with informatics to improve patient care, enhance clinical workflows, and support data-driven decision-making. It involves collaborating with interprofessional teams to design, implement, and evaluate informatics solutions, critically assessing emerging technologies, and leading projects that align with organizational and patient care goals. Emphasis is placed on the ethical use of health information systems, ensuring data privacy, security, and compliance with legal and regulatory standards. The practicum aims to prepare students for leadership roles in nursing informatics, equipping them with the skills to drive innovation and improve healthcare outcomes through technology and data management. The concepts of clinical judgment, evidence-based practice, and communication are emphasized. Prerequisites: None

### Credit Hours

**Min:**
2

**Max:**
4

## HCIN655P - Systems-Based Practice Informatics Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
HCIN

**Course Number**
655P

**Course Description**
In collaboration with community partners, this practicum focuses on managing complex healthcare systems to optimize system effectiveness. The practical aspects of leading an interprofessional team, implementing and evaluating a system-wide initiative, and developing a policy are experienced. Leadership and advocacy skills in a complex environment are mastered. The concepts of evidence-based practice, ethics, and health policy are emphasized. Prerequisites: None

### Credit Hours

**Min:**
2

**Max:**
4

## HIST500 - Core Seminar in History

### General

**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
500

**Course Description**
Required for all MA candidates in history. The class will examine different historical methodologies and introduce students to the rigors of graduate school.

**Credit Hours**
**Min:**
3

## HIST501 - Teaching Seminar

### General

**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
501

**Course Description**
This course, offered by the School of Education, or SOLES, will discuss teaching methods, evaluate course content, instruct students in the use audio-visual materials and make use of oral presentations to simulate classroom lectures. Essential for those preparing to become teachers or continuing the pursuit of graduate degrees in history.

**Credit Hours**
**Min:**
3

## HIST502 - Public History Seminar

### General

**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
502

**Course Description**
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 website. Field trips to various local museums are included.

**Credit Hours**
**Min:**
3

## HIST510 - Topics in Ancient History

### General

**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
510

**Course Description**
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, ancientAthens, 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.

**Credit Hours**
**Min:**
3

## HIST520 - Topics: Medieval Europe

### General

**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
520

**Course Description**
This seminar focuses on Medieval European history, with an emphasis on power and politics, gender, art and architecture and/or economic and social change. 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.

**Credit Hours**
**Min:**
3

## HIST530 - Topics:Ren & Early Mod Europe

### General

**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
530

**Course Description**
This seminar focuses on Europe, 1450-1700, with an emphasis on power and politics, gender, art and architecture and/or economic and social change. Specialtopics 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 asthe English civil war. The class also may focus on groundbreaking research in the histories of women, sexuality, popular culture, peasant life and magic. Studentsmay repeat the seminar for credit when the topic changes.

**Credit Hours**
**Min:**
3

## HIST548 - Vietnam War

### General

**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
548

**Course Description**
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.

**Credit Hours**
**Min:**
3

## HIST559 - Topics in Modern Middle East

### General

**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
559

**Course Description**
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 Jewishnationalisms; the paths to independence; or the Iranian revolution. Students may repeat the seminar for credit when the topic changes.

### Credit Hours
**Min:**
3

## HIST560 - Topics in Latin American History

### General
**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
560

**Course Description**
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.

### Credit Hours
**Min:**
3

**Number Of Repeats:**
50

## HIST564 - History & Memory in Contemporary Australia

### General
**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
564

**Course Description**
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.

### Credit Hours
**Min:**
3

**Number Of Repeats:**
5

## HIST568 - Issues in Modern Africa

### General
**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
568

**Course Description**
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.

### Credit Hours
**Min:**
3

## HIST569 - History of Africa

### General
**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
569

**Course Description**
NEED Description

### Credit Hours
**Min:**
3

## HIST570 - American Environmental History

### General
**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
570

**Course Description**
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.

### Credit Hours
**Min:**
3

## HIST575 - Topics in American History

### General
**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
575

**Course Description**
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.

### Credit Hours
**Min:**
3

## HIST576 - Politics and Memory in U.S. History

### General
**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
576

**Course Description**
In this seminar we will explore the politics of American public commemoration. We will look at how dominant institutions (the National Park Service, history museumsand 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.

### Credit Hours

**Min:**
3

## HIST580 - Topics in the History of the American West

### General

**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
580

**Course Description**
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 AfricanAmericans; 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.

### Credit Hours

**Min:**
1

**Max:**
6

## HIST581 - American Indian History

### General

**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
581

### Credit Hours

**Min:**
1

**Max:**
6

## HIST582 - Spanish Borderlands

### General

**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
582

### Credit Hours

**Min:**
1

**Max:**
6

## HIST583 - Chicano/a History

### General

**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
583

**Course Description**
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.

### Credit Hours

**Min:**
3

## HIST589 - History of California

### General

**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
589

**Course Description**
Covers California's past from its earliest settlements to modern times. The course begins with California's geographical setting, aboriginal culture and contact with theEuropean 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 thesecond half, the class will address 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.

### Credit Hours

**Min:**
3

## HIST595 - Thesis

### General

**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
595

**Course Description**
May be taken as a three-unit class. In other instances, History 595 may be repeated when student is writing and researching the thesis. When not taken as a seminar, History 595 will receive an incomplete. The grade for History 595 will not be recorded until the thesis is completed and submitted.

### Credit Hours

**Min:**
0.5

**Max:**
6

**Number Of Repeats:**
99

## HIST598 - Internship

### General

**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
598

**Course Description**
See Department Advisors responsible for assignments of internships.

### Credit Hours

**Min:**
3

## HIST599 - Independent Study

### General

**College/School**
Arts & Sciences

**Course Subject Code**
HIST

**Course Number**
599

**Course Description**
Consult program director for guidelines.

### Credit Hours

**Min:**
1

**Max:**
3

## HS702 - Holy Land Pilgrimage

### General

**College/School**
FS

**Course Subject Code**
HS

**Course Number**
702

### Credit Hours

**Min:**
1.5

## ITE510 - Principles of Cloud and Mobile Computing

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ITE

**Course Number**
510

**Course Description**
The objective of this course is to give students a foundational technical and business understanding of cloud and mobile computing. Students will learn about basic tradeoffs between Centralized vs. Distributed computing. They will understand how and why today's computing, networking, and ubiquitous network technologies created today's cloud computing paradigm. Students will understand how software operating systems, and "stacks", evolved with the hardware to create changes in the software "unit of deployment" and how this drives efficiencies and lower prices. Students will analyze the business offerings of leading cloud computing suppliers and write a simple program to run on one of the cloud services. Finally, students will look at an example emerging application and describe "use cases" to identify considerations for partitioning the workload between central (cloud) and distributed (mobile or IoT) devices. Prerequisites: ITE 501 & ITE 502

### Credit Hours

**Min:**
3

## ITE520 - Principles of Connectivity

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ITE

**Course Number**
520

**Course Description**
This course is an introduction to the emergence and proliferation of Internet of Things (IoT) and its impact on cybersecurity. IoT has evolved well beyond its initial value proposition as a way to understand the flow of goods and services using RFID tags, to transforming physical systems consisting of sensors, actuators and controllers into a complex network of connected devices. Along the way, simple open source computing engines with diverse I/O portfolios, such as Arduino® and Raspberry Pi®, as well as proprietary embedded processors such as the Qualcomm Dragon Board® have enabled the development and implementation of diverse IoT applications. In this course, students will be introduced to the history of IoT, key developments in the field and advances enabled by IoT technologies in markets such as home and building automation, wearables and telemedicine, connected cars and the smart grid. The proliferation of IoT has also elevated concerns about cybersecurity, simply as a result of the explosion of access points in large networks. To understand such issues, students will be instructed on the fundamentals of cybersecurity, including understanding concepts of threats, vulnerabilities, and risk as the definition of "security" for a system. The course will examine types of security policy frameworks, provide definition and examples of contemporary technical, administrative, and physical security controls, setting the foundation for system engineering requirements. Common attacks and mitigations will be analyzed to provide an evaluation and comparison of the effectiveness of the mitigations. Prerequisites: ITE 501 & ITE 502

### Credit Hours

**Min:**
3

## ITE530 - Entrepreneurship and Intrapreneurship

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ITE

**Course Number**
530

**Course Description**
This course covers the process of identifying and quantifying market opportunities, then conceptualizing, planning, and either starting a new, technology-based enterprise or creating an innovation ecosystem within larger organizations. Topics include opportunity assessment, the value proposition, the entrepreneur, legal issues, entrepreneurial ethics, the business plan, the founding team, seeking customers and raising funds. Working in teams, students develop business models for a start-up project that can launch as a standalone company or as an intrapreneurship team. Projects are experiential and require incrementally designing the business model and the product/service while talking to customers/ stakeholders each week. Prerequisites: ITE 501 & ITE 502

### Credit Hours

**Min:**
3

## ITE540 - Technology Management and Leadership

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ITE

**Course Number**
540

**Course Description**
This course is intended for students to understand challenges in managing technology organizations, choosing from different models a leadership approach that best suits the needs of the company. The course explores the value of leadership in technology-intensive environments and provides students with the tools necessary to inculcate a positive corporate culture and instill organization processes and best practices most suited for the organization. This Technology Management and Leadership course takes students through a series of exercises, case studies, and a simulation related to leading both large and small technology companies with a culture of innovation. We will first explore the various contexts, motivations and paths that evoke leadership in technology. The course will then progress through a series of case studies and exercises in critical knowledge areas and skills required of technology leaders. Prerequisites: ITE 501 & ITE 502

### Credit Hours

**Min:**
3

## ITE590 - Capstone Experience - Customer and Market Discovery

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ITE

**Course Number**
590

**Course Description**
Entrepreneurship Projects in the Capstone Experience are proposed by individuals, small groups or faculty members and must be approved by the MITE Faculty. In the Capstone Experience, students will develop a business model for a Connectivity related product. The student will be required to apply knowledge and skills learned throughout the Innovation, Technology and Entrepreneurship curriculum. The class will focus the Teams on 5 major challenges new venture companies or ventures within established companies must navigate: Customer and Market Discovery (1st Semester), Customer Validation and Product Strategy (2nd Semester), and Business Modeling and Venture Launch (3rd semester). Prerequisites: ITE 501 & ITE 502

### Credit Hours

**Min:**
1

## ITE592 - New Student Orientation

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ITE

**Course Number**
592

**Course Description**
This orientation course introduces students to the University of San Diego and provides important information about the program. Throughout the orientation, students will learn to successfully navigate through the online learning environment and locate helpful resources. Students will practice completing tasks in the online learning environment as preparation for success in their online graduate courses. This orientation course will be available to students as a reference tool throughout the entirety of your program.

### Credit Hours

**Min:**
0

## ITE594 - Special Topics in Innovation, Technology and Entrepreneurship

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ITE

**Course Number**
594

**Course Description**
This is a special topics course discussing areas of interest in innovation, technology and entrepreneurship. This course may be repeated for credit with a different topic. Prerequisites: ITE 501 & ITE 502

### Credit Hours

**Min:**
3

## ITE595 - Capstone Experience - Customer Validation and Product Strategy

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ITE

**Course Number**
595

**Course Description**
Entrepreneurship Projects in the Capstone Experience are proposed by individuals, small groups or faculty members and must be approved by the MITE Faculty. In the Capstone Experience, students will develop a business model for a Connectivity related product. The student will be required to apply knowledge and skills learned throughout the Innovation, Technology and Entrepreneurship curriculum. The class will focus the Teams on 5 major challenges new venture companies or ventures within established companies must navigate: Customer and Market Discovery (1st Semester), Customer Validation and Product Strategy (2nd Semester), and Business Modeling and Venture Launch (3rd semester). Prerequisites: ITE 501 & ITE 502

### Credit Hours

**Min:**
1

## ITE599 - Capstone Experience - Business Modeling and Venture Launch

### General

**College/School**
Shiley-Marcos School of Engr

**Course Subject Code**
ITE

**Course Number**
599

**Course Description**
Entrepreneurship Projects in the Capstone Experience are proposed by individuals, small groups or faculty members and must be approved by the MITE Faculty. In the Capstone Experience, students will develop a business model for a Connectivity related product. The student will be required to apply knowledge and skills learned throughout the Innovation, Technology and Entrepreneurship curriculum. The class will focus the Teams on 5 major challenges new venture companies or ventures within established companies must navigate: Customer

and Market Discovery (1st Semester), Customer Validation and Product Strategy (2nd Semester), and Business Modeling and Venture Launch (3rd semester). Prerequisites: ITE 501 & ITE 502

### Credit Hours

**Min:**
1

## ITL501 - Fundamentals for IT Leadership

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ITL

**Course Number**
501

**Course Description**
Introduction to the IT leadership program. Spotlights on fundamental financial management concepts: expense, capital, depreciation, budgets, etc. Understanding an organization's (your own or a customer's) mission, resources, and constraints. Introduction to communicating effectively with non-technical executive leadership: verbally, through email and other written forms of communication, and through presentations. IT governance models.

### Credit Hours

**Min:**
3

## ITL502 - Project, Vendor, and Construction Management

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ITL

**Course Number**
502

**Course Description**
Project Management is the application of knowledge, skills, tools and techniques to project-oriented activities to meet project requirements. In today's fast paced business environment, now more than ever, organizations are faced with competing aggressively with one another, and so the demand for operational effectiveness and efficiency becomes essential to organizational success.

### Credit Hours

**Min:**
3

## ITL520 - Data and Voice Networking

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ITL

**Course Number**
520

**Course Description**
This course covers the role of wired and wireless networking in the architecture, deployment, and management of large-scale information technology environments. Includes advanced topics such as networking in cloud environments (e.g. AWS), edge data, and private wireless networks.

### Credit Hours

**Min:**
3

## ITL525 - Server Operations

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ITL

**Course Number**
525

**Course Description**
Server operations with emphasis on design and deployment of large-scale computing environments using cloud services (e.g., Amazon Web Services, Google Cloud Platform, Microsoft Azure, Oracle Cloud), Topics include hyperconverged infrastructure and AWS networking. The course includes hands-on experience in a sandbox environment in which students configure a computing environment and deploy services using the infrastructure as code (IaC) paradigm.

### Credit Hours

**Min:**
3

## ITL530 - DevOps

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ITL

**Course Number**
530

**Course Description**
The role of IT in the continuous process of software development (engineering), staging (QA), and production deployment (IT operations). Incorporates web development, app development and integration, and how to avoid a failed development project. Case study spotlight: USD MySDMobile app.

### Credit Hours

**Min:**
3

## ITL535 - Cybersecurity

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ITL

**Course Number**
535

**Course Description**
This course will feature a comprehensive overview of concepts and tools essential to cybersecurity for IT professionals. Students will learn to view information as an asset to the organization, discover types of cybersecurity attacks, what threat actors are, the various roles of a cyber professional, and the beginnings of designing a cybersecurity program. Students will also identify different threats to information and the infrastructure and operators that support it. This course will also cover the risk management practices and principles that pertain to the cyber domain, as well as risk mitigation strategies, risk calculation, and communication and training for a cybersecurity program.

### Credit Hours

**Min:**
3

## ITL540 - IT Service Management

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ITL

**Course Number**
540

**Course Description**
IT Service Management (ITSM) is the set of activities by which IT organizations manage the end-to-end delivery of IT services to customers. ITL 540 covers the principles and practices of ITSM using industry standards and best practices, such as ITIL. Course topics include comprehensive coverage of Incident Management, Problem Management, Service Request Management, Change Control, Service Catalog Management, Portfolio Management, Service Level Management, Service Continuity Management (Disaster Recovery and Business Continuity), Knowledge Management, and IT Asset Management and Service Configuration Management. This course emphasizes developing practical skills and preparing graduates to effectively lead IT service teams.

### Credit Hours

**Min:**
3

## ITL545 - Enterprise Applications, Data Management, and Reporting

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ITL

**Course Number**
545

**Course Description**
In today's competitive business environment, the ability to effectively manage enterprise applications and leverage data is a critical driver of organizational success. This course provides participants with a comprehensive understanding of how Enterprise Applications support business processes, enhance productivity, and drive innovation. The course addresses the full spectrum of Enterprise Data Management and Reporting with insights into designing and implementing Data Warehouses, Data governance, optimizing Business Intelligence tools, Advanced Analytics, and ensuring compliance with Data Security and Data privacy standards. The course also emphasizes the importance of seamless integration and interoperability between enterprise applications, in helping organizations streamline processes and enhance decision-making capabilities.

By the end of this course, participants will be well-equipped to harness the power of data and enterprise applications to achieve strategic objectives and drive enterprise-wide transformation.

### Credit Hours

**Min:**
3

## ITL590 - The IT Profession

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ITL

**Course Number**
590

**Course Description**
This course focuses on a big-picture overview of the economic and social role of IT professionals. IT professionals are a strategic workforce in the US and in every other technologically developed economy but do not have a strong sense of collective professional identity. How have other technical professions (e.g. mechanical, chemical, and electrical engineers) historically developed a collective sense of professional identity and obligation, and in what ways are IT workers similar to and different from them? In what ways are IT professionals designers, and what does this imply about their broader social and professional obligations? Prerequisites: ITL 501, ITL 502, ITL 525, ITL 530, and ITL 540

### Credit Hours

**Min:**
3

## ITL594 - Special Topics in IT Leadership

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ITL

**Course Number**
594

**Course Description**
A special topics course in areas within IT leadership.

### Credit Hours

**Min:**
1

**Max:**
6

## ITL595 - Capstone

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
ITL

**Course Number**
595

**Course Description**
The program capstone focuses on developing a proposal for a significant IT infrastructure initiative, e.g., implementation of a new enterprise application, or migration of a service into the cloud. Students should demonstrate the ability to analyze the proposed course of action and communicate a clear recommendation to non-technical organizational leadership. Students should also demonstrate the ability to assess options and make sound recommendations in areas in which they are not themselves technical subject matter experts. The recommendation should reflect a deep understanding of the customer organization's mission, resources, and constraints. Prerequisites: ITL 501, ITL 502, ITL 525, ITL 530, and ITL 540

### Credit Hours

**Min:**
3

## KROC500 - Foundations: Peace, Justice & Social Change

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
500

**Course Description**
The course introduces students to a series of big ideas for making the world more peaceful and just, and how to apply them in shaping their own lives and careers of purpose. Foundations sets out to both 1) introduce foundational theories behind peace, justice, and social innovation and to 2) apply these concepts to specific fields of inquiry and practice. Throughout the course, students will be challenged not simply to learn a spectrum of ideas and practices, but to understand how they fit together, where and how to learn more, and how to craft their own educational and professional trajectories. This process has four essential elements: 1) building an inclusive, resilient, and productive culture; 2) getting everyone up to speed on the defining aspects of our field; 3) introducing the unique expertise and experience of Kroc School faculty and staff; and 4) helping you to see how your passion for positive social change is linked to particular issues and interventions.

### Credit Hours

**Min:**
3

## KROC510 - Leadership and Organizations

### General

**College/School**
Kroc School of Peace Studies

| Course Subject Code | Course Number |
|---|---|
| KROC | 510 |

**Course Description**
This course focuses on the interplay between individuals, organizations, and change, providing multiple perspectives of leadership theories and their application to solving complex problems. It prepares students to become influential leaders in organizations pursuing social transformation and peacebuilding, locally and abroad. Students in this course explore their purpose, goals, and leadership style and begin to create their plan to achieve agency and grow as leaders, emphasizing adaptive change. In-class students expand their knowledge to discern and balance competing demands and tensions inherent in organizations and gain skills for addressing challenging situations and capitalizing on opportunities. Building peace and justice in communities worldwide involves leaders capable of articulating a compelling vision, mobilizing resources, and working effectively with diverse groups of people. It includes working in organizational settings with particular structures, strategies, and practices, whether nonprofits, for-profits, government, or hybrids. The course prepares students for peace and justice work in various economic, social, and cultural settings by bringing core concepts and theories about leadership, organizations, and change alive through experiential learning, case analysis, individual assessment, and self-reflection. In team exercises, students experience specific challenges and opportunities that leaders and team members face and obtain techniques for solving problems and getting things done.

### Credit Hours

**Min:**
3

## KROC511 - Peace and Conflict Analysis

### General

**College/School**
Kroc School of Peace Studies

| Course Subject Code | Course Number |
|---|---|
| KROC | 511 |

**Course Description**
This course is designed to familiarize students with the interdisciplinary fields of peace and conflict analysis, providing an overview of core concepts of contemporary theory and practice. The course will examine frameworks for analyzing the origins and processes of social conflict and violence, and leading practical approaches to the conduct and evaluation of conflict resolution interventions. Our study will focus on intergroup and international levels of analysis, highlighting the roles of culture, identity, power, relational dynamics, and social structures. The first half of the course emphasizes conflict analysis; the second half emphasizes approaches to conflict resolution. The course will employ diverse methods and media, including lectures, discussions, interactive exercises, film, written assignments, and a project proposal development. The course features experiential learning activities that provide opportunities for practical application of course concepts. Active participation in every class is essential; readings are always necessary but never sufficient for learning the material.

### Credit Hours

**Min:**
3

## KROC512 - International Justice & Human Rights

### General

**College/School**
Kroc School of Peace Studies

| Course Subject Code | Course Number |
|---|---|
| KROC | 512 |

**Course Description**
In modern history, the momentum behind the idea of human rights has grown tremendously. What began as a marginal utopian discourse has today become an important moral and political narrative in domestic and global affairs. At the same time, rights remain controversial and contested, and gaps in enforcement of human rights norms are conspicuous. At the current moment, there is a heavy shadow over the future of human rights as a global project, with challenges coming from both the political left and right, to say nothing of the shifting of the global political geotectonic plates. This course examines the actors, organizations, and ideas behind these developments, as well as the vast challenges we face today in attempting to enforce human rights norms globally.

### Credit Hours

**Min:**
3

## KROC513 - Program Design, Monitoring & Evaluation

### General

**College/School**
Kroc School of Peace Studies

| Course Subject Code | Course Number |
|---|---|
| KROC | 513 |

**Course Description**
Starting with a solid understanding of the evolution of thinking and practice among key development and peacebuilding actors, this course is designed to prepare students to design, monitor and evaluate peacebuilding programs and project. Students will not only understand best practices in project design and management but also learn the skills and tools necessary to effectively carry out projects.

### Credit Hours

**Min:**
3

## KROC514 - International System

### General

**College/School**
Kroc School of Peace Studies

| Course Subject Code | Course Number |
|---|---|
| KROC | 514 |

**Course Description**
In a rapidly globalizing world, problems such as financial crises, poverty, violent conflicts, humanitarian disasters, pandemics and cybercrime are increasingly transnational in nature and cannot be solved solely by sovereign states acting individually or collectively. This course is designed to provide a big picture analysis of global governance and its interlocking elements. This includes an introduction to international organizations and multilateralism in a state-based international system and an examination of the political dynamics and key players of global governance in the post-Cold War era. It aims to enable students to understand the system's strengths and limitations and how to make it work better at the micro, meso and macrolevels.

### Credit Hours

**Min:**
3

## KROC515 - Environmental Peace & Justice

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
515

**Course Description**
Evidence is mounting that unprecedented economic growth experienced by human societies has induced a state of crisis for the Earth's ecological systems. Many of the public goods provided by them – fresh water, clean air, abundant fisheries, nutritious soils, low sea levels, and moderate weather, to name a few – are increasingly at risk. Their failure poses existential threats to the societies humans have collectively built over millennia, and heightens the risk of violent conflict. This course will critically examine connections between the three legs of the proverbial sustainable development stool: environment, economy, and peace. We will explore specific issues in an applied, place-based framework, focusing on ways of understanding larger challenges as they manifest themselves in the San Diego region. We will also ask fundamental questions about environmental sustainability: How do current development paradigms create environmental conflicts? What role can we expect technology to play in offsetting our ecological impact or solving our conflicts over scarce resources? What does environmental justice look like? And ultimately, what are our prospects for peace and progress in the face of environmental peril?

### Credit Hours

**Min:**
3

## KROC520 - Global Challenges

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
520

**Course Description**
This course follows a systems perspective to explain major challenges of the 21st century, which are included in the Sustainable Development Millennium goals: poverty, hunger, environmental degradation, environment and violent conflict, among others. A systems perspective of current challenges and their causes expand student capabilities for framing problems and designing solutions. In examining major challenges, students also learn about emerging models of leadership, organization and collaboration seeking to address those issues.

### Credit Hours

**Min:**
3

## KROC521 - Social Innovation

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
521

**Course Description**
A SOCIAL INNOVATION IS A "novel solution to a social problem that is more effective, efficient, sustainable, or just than current solutions" (Phills, Deiglmeier, & Miller 2008). The value created accrues primarily to society rather than to private individuals. In this course, you will develop your own definition of social innovation, will develop your own theory of change that social innovation is embedded in, and will learn about a number of strategies for understanding and creating social change for the greater good. You will gain knowledge and experience through engagement with individuals, organizations, and institutions that are implementing a wide range of social innovations. Cases of social impact through different organizational platforms – in the market, in government, within the nonprofit sector, and increasingly in the space between these three sectors – will be analyzed and discussed in this class. This course is additionally optimized to prepare you for clarifying your own SI contribution. You will have the opportunity to understand how social innovations are ideated and developed in different sectors. Through a combination of readings, guest lectures, and case studies, you will gain knowledge on diverse ways organizations are implementing social innovations as well as analyzing successes and failures. Participants will get to see social innovators as they are finding solutions to critical issues in our own backyard, and ask questions like: What defines a social innovator? Who do they involve in the process of achieving transformative social change? How do they learn? Social Innovation requires a unique and transferable set of skills. Through the course's field-based learning process, and through practical analytical tools, student participants will gain experience in analyzing others approaches and in developing their own approaches to social change.

### Credit Hours

**Min:**
3

## KROC522 - Impact Evaluation

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
522

**Course Description**
Social innovations are about novel solutions or approaches to solve social problems and they must be translated into actionable initiatives to achieve their intended goals. This course is designed to prepare students to design, monitor and evaluate social innovation initiatives. It provides essential knowledge for program design and management, including needs and impact assessment, as well as logic frameworks. Innovation involves transforming or creating new processes, services, products, policies, community dynamics, among others. But how do we know that a particular social innovation creates the desired impacts or value for individuals, communities, and society? How large are those impacts? How long do they last? This course introduces the basic concepts of 'program evaluation' in order to equip students with tools to answer these and similar questions for the purposes of enhancing the quality of initiatives. The course includes case studies, hands-on exercises, and opportunities to interact with guest speakers to develop familiarity with planning tools, evaluation types and designs, metrics and indicators, data collection methods, and human subjects research ethics.

### Credit Hours

**Min:**
3

## KROC523 - Social Entrepreneurship

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
523

**Course Description**
Globalization and rapidly increasing communications make us painfully aware of the intractable problems facing humanity and our planet today. Thankfully, we find that there is a growing number of talented, ambitious, and courageous individuals known as social entrepreneurs, and organizations known as social enterprises, that are creating initiatives that attempt to mitigate some of these problems on a scale - and with far more ambition - than ever seen before. These individuals and organizations are creating models of urgent, systemic change rather than more traditional incremental improvement, which are being advanced globally in what has come to be known as Social Entrepreneurship. In this course, we will get to

know who these people are and what their organizations do, how they think and work, and why they represent more than just a ray of hope for our world today. Social entrepreneurship is a rapidly developing and evolving field in which nonprofit and business leaders design, grow, and lead mission-driven enterprises. As the traditional lines blur between nonprofit enterprises, government, and business, it is critical that students understand the opportunities and challenges in this new landscape. This course considers the full spectrum of social business models, including strictly non-profit organizations, enterprises developing revenue-generating products or services for a social goal, and socially responsible for-profit companies. This course will expose you to theory regarding entrepreneurship, models of social change, definitions of social entrepreneur and social entrepreneurship, management skills and the leadership required for social entrepreneurial organizations, scaling of social impact, the various possible legal structures, forms of financing and impact measurement for social mission organizations. We will also take an in-depth look at the history and evolution of a classic example of social entrepreneurship - microfinance. Social entrepreneurs address problems where the government, private sector, and traditional non-profit sector fail to achieve systemic impact. The course takes a global perspective, including organizations from San Diego, around the US, and abroad. It is designed to be highly participatory and engage students through readings, classroom discussions, videos, case studies, site visits and speakers from leading social enterprises. This course is designed for students who want to explore social enterprise start-ups, as well as those students who are just curious about the field and want to learn more about entrepreneurship and explore career opportunities.

### Credit Hours

**Min:**
3

## KROC524 - Social Innovation Practicum

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
524

**Course Description**
This is a course where students integrate theory and practice to address real-world problems faced by organizations and communities seeking to create social change. Acting as consultants, students acquire knowledge of real-world constraints and opportunities faced by organizations leading social change. Students learn ways to work in teams with organization or community partners for effective co-design of solutions, as they practice resourcefulness and creativity in problem-solving.

### Credit Hours

**Min:**
3

## KROC525 - Reimagining Capitalism: Business as a Force for Good

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
525

**Course Description**
Is the capitalist system the evil of our time or the savior of our future? Are businesses the cause of society's most pressing problems, or could they be part of the solution instead? How can business and entrepreneurial ingenuity reduce poverty and wealth inequality, protect the environment and natural resources, create community and social values, provide education and health services, and reduce gender inequality and migration? Can the capitalist system, powered by individualism, ambition, and a competitive spirit, evolve to be more humane and conscious of social problems? In a nutshell, what paradigms must change in the business world and society to make the market system a pillar for lasting positive peace? Working with real-life business cases, students in this course will be able to examine and critically analyze the above questions. The course will provide tools to tackle social issues using proven and innovative business techniques and models, from big businesses to small entrepreneurial examples. In short, this course focuses on the recently explored intersection between business and social innovation. Phills et al. define social innovation as "a novel solution to a social problem that is more effective, efficient, sustainable or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals." Social innovation is about generating transformative ideas and initiatives that meet unmet needs and attempt to create a "new equilibrium" that is socially superior to the status quo. By the end of the course, students work in teams to develop a sustainability project for an existing company or a new entrepreneurial venture. The business initiative must create social value for all relevant stakeholders and society and show how it contributes to positive peace. The projects must be cross-functional so that students use the full spectrum of knowledge and skills acquired during this course.

### Credit Hours

**Min:**
3

## KROC526 - Design Thinking

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
526

**Course Description**
This workshop provides an opportunity for students to experience the process of Design Thinking. Students in this course gain insight and understanding of the mindsets needed to engage in the design process. It prepares students to use Design Thinking strategies to engage in social change and social innovation projects.

### Credit Hours

**Min:**
1

**Max:**
3

## KROC530 - Conflict Analysis & Resolution

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
530

**Course Description**
In all human societies, conflict is an integral part of daily life at interpersonal, intra-group, inter-group, and inter-national levels. Conflict can be constructive, focusing attention on neglected voices or social injustice and driving cultural and political change. It can also be destructive, damaging relationships, polarizing societies, or escalating into violence and war. In our increasingly interconnected world, it is crucial to develop effective methods to understand the sources and dynamics of conflicts and to deal with conflict productively. This course is designed to familiarize students with the interdisciplinary fields of peace and conflict studies, providing an overview of core concepts of contemporary theory and practice, as well as of the recent critical turn. We examine frameworks for analyzing the origins and processes of social conflict and violence and leading practical approaches to the conduct and evaluation of conflict resolution interventions. The course employs diverse methods and media, including lectures, discussions, interactive exercises, film, written assignments, and a conceptualization of an intervention. The course features experiential learning activities that provide opportunities for practical application of course concepts. Active participation in every class is essential; readings are always necessary but not sufficient for learning the material.

### Credit Hours

**Min:**
3

## KROC531 - Intervention Design

### General

**College/School**
Kroc School of Peace Studies

| Course Subject Code | Course Number |
|---|---|
| KROC | 531 |

**Course Description**
The Intervention Design course provides a framework for students to synthesize and apply knowledge and practical skills gained during the program to create a specific conflict management/resolution project. The course is also a chance to create a key Kroc School Portfolio item that students can showcase to prospective employers, donors, or partners. The course is a requirement for the MS in Conflict Management & Resolution (MS-CMR) program and an elective option for the Graduate Certificate in Mediation & Conflict Resolution.

### Credit Hours

**Min:**
3

## KROC532 - Negotiations

### General

**College/School**
Kroc School of Peace Studies

| Course Subject Code | Course Number |
|---|---|
| KROC | 532 |

**Course Description**
Negotiation is the most widely used means of conflict management. This course aims to develop your understanding of the principles, strategies, and tactics of effective negotiation in emotionally charged conflict situations. The role of identity – culture, gender, religion, nationality, class – will be mainstreamed throughout the course. Case studies and hands-on simulations will cover a variety of multi-issue, multi-party negotiations involving territorial and ethnic conflict, environmental justice, and post-conflict reconciliation. Each case involves both material concerns and underlying social-psychological interests. This course emphasizes the power of symbols, rules and norms, and regime and relationship building for cooperative ventures, governance, and conflict prevention.

### Credit Hours

**Min:**
3

## KROC533 - Mediation

### General

**College/School**
Kroc School of Peace Studies

| Course Subject Code | Course Number |
|---|---|
| KROC | 533 |

**Course Description**
This course will focus on skills-building in mediation. Students will learn and practice a variety of tools and methods of mediating conflicts and disputes. Our experiential class will be divided between learning the traditional mediation skills, practice, and theory, including the benefits and limitations of mediation as a dispute resolution method on the one hand, and alternative approaches to mediation on the other. The alternative models will include the needs analysis-based Problem-Solving Workshop, the narrative analysis-based Mediation of History, and the Evolving Designs model aimed at work in multi-party environments. After taking this course, students will be able to: differentiate among various mediation processes; distinguish between interest-based and needs-based approaches; differentiate between the traditional and alternative mediation practices; demonstrate awareness in regard to ethical dilemmas of mediation practices; possess the skills to serve as a mediator; design and lead context-appropriate mediation processes.

### Credit Hours

**Min:**
3

## KROC534 - Media, Nationalism, and Conflict

### General

**College/School**
Kroc School of Peace Studies

| Course Subject Code | Course Number |
|---|---|
| KROC | 534 |

**Course Description**
This course delves into the intricate role of media in shaping national identities and conflicts. It explores how a multitude of media (which is the plural form of a “medium”), including museums, architecture, cinema, literature, social, and mass media, serve as a means of (re)production of social phenomena like nations and conflicts.

The course will explore media not as mere transmitters of reality, but as structures of selective and subjective representation influenced by and influencing ideologies, perspectives, frames, and narratives. You will learn to analyze various media forms to uncover the storytelling processes that shape ideologies and conflict discourses, including framing, narration, and plot construction. Through critical analysis of texts and visual materials, you will learn to differentiate between narrative structures that perpetuate violence and develop skills to envision and create discursive interventions that contribute to conflict transformation and peaceful coexistence.

### Credit Hours

**Min:**
3

## KROC570 - War, Gender and Peacebuilding

### General

**College/School**
Kroc School of Peace Studies

| Course Subject Code | Course Number |
|---|---|
| KROC | 570 |

**Course Description**
This course explores the peacebuilding roles that women play in conflict zones around the world. Like traditional courses, it will include an introduction to gender and peacebuilding and an analysis of women’s leadership in human rights activism and conflict resolution. However, this unique course is built around the involvement of women peacemakers from conflict zones around the world who will play an active role in the classroom and help us explore how power, oppression, and gendered identities contribute to war and peace from the personal to the societal levels. Through a series of expert lectures, case studies, interactive exercises, and mixed media presentations, students will gain an increased understanding of gender and peacebuilding, including the gendered drivers of conflict, and the different roles women and men play supporting, preventing, mitigating, and resolving conflict.

### Credit Hours

| Min: | Max: |
|---|---|
| 2 | 3 |

### Course Attributes

**Course Attributes**
E

## KROC571 - Immigration and Asylum in Practice

### General

**College/School**
Kroc School of Peace Studies

| Course Subject Code | Course Number |
|---|---|
| KROC | 571 |

**Course Description**
The course begins with an overview of U.S. immigration and asylum policy and how it interfaces with global migration, war, revolution, and climate change. We examine the critical role that race, class, ethnicity, country of origin, and gender played in the development of U.S. immigration law and policy, and how they impact policies today. We look at U.S. asylum policy and examine the role of international law in its implementation. Does the United States comply with the 1951 Refugee Convention and its 1967 Protocol? Turning to immigration issues confronting us today, we examine immigration policies of current and prior administrations, including DACA (Deferred Action for Childhood Arrivals), family separation, the criminalization of immigration, asylum, and other topics. We look at issues specific to our Mexican-American border at San Ysidro, CA.

### Credit Hours

**Min:**
3

### Course Attributes

**Course Attributes**
C, E

## KROC572 - Transitional Justice

### General

**College/School**
Kroc School of Peace Studies

| Course Subject Code | Course Number |
|---|---|
| KROC | 572 |

**Course Description**
Transitional Justice is a somewhat new field of policy, practice, and study that focuses on the moral, legal, and political dilemmas encountered as individuals, communities, and nations attempt to grapple with historical legacies of war crimes, crimes against humanity, genocide, and other large-scale human rights violations. In such circumstances: Who must be punished and who may be pardoned? Do vigorous efforts to promote legal accountability jeopardize the emerging and fragile peace? What is the proper role and responsibility of the so-called international community in such circumstances? In this class, we will examine the complementarity and conflict between the often-overlapping demands that nations face in the wake of large-scale human rights abuses, including retribution, reconciliation, restitution, memory, and other forms of accountability. This will include study of the traditional range of transitional justice tools and interventions that have evolved, including international tribunals from Nuremburg to the ICC, truth commissions, reparations programs, public memorials, vetting and lustration initiatives, and broader institutional reform. Along the way, we will probe the blind spots, assumptions, and limitations of varying transitional justice mechanisms, together with the transitional justice project in general.

### Credit Hours

**Min:**
3

## KROC573 - Applied Peace Education in Mexico

### General

**College/School**
Kroc School of Peace Studies

| Course Subject Code | Course Number |
|---|---|
| KROC | 573 |

**Course Description**
How can universities teach peacebuilding to people in dangerous situations without resorting to hand-wringing paternalism or simply using other people's misfortunes as teachable material? This is the guiding question behind: "Teaching Applied Peace Education in Mexico." Students serve as facilitators for the Trans-Border Initative's "diplomado" [certificate program] in Applied Peace Education, given in collaboration with local educational institutions and civil society organizations in the areas of Mexico most affected by the drug war. The program is designed for the leaders of non-governmental organizations, civil servants, and local university students interested in building sustainable peace in Mexico. The USD student facilitators travel to Mexico with TBI staff and attend the seminars, where they learn a broad interdisciplinary curriculum in Applied Peace Education along with the local participants.The curriculum presents seven interconnected paths to sustainable peace: human rights, citizenship, history and memory, conflict resolution, social innovation, digital technology, and ecology. The student facilitators lead group exercises and discussions that reinforce the course material and assess its local relevance. In weekly meetings between each seminar, the student facilitators help TBI staff to tailor the material to local demands, to design and redesign the group exercises to maximize their effectiveness, and hone their own skills as discussion leaders and facilitators. Each diplomado program carries out a collaborative or "hive model" research project, where TBI leverages the local insight, experience, and connections of the seminar participants to produce useful knowledge about the most pressing local problems of peace and justice. The student facilitators participate in the design, implementation, and analysis of the research project and produce a final report for publication in collaboration with TBI. In the process, the student facilitators receive formal training in conducting ethical and effective interview-based research and intensive mentoring from TBI staff.

### Credit Hours

**Min:**
3

## KROC574 - Human Rights Advocacy

### General

**College/School**
Kroc School of Peace Studies

| Course Subject Code | Course Number |
|---|---|
| KROC | 574 |

**Course Description**
An examination of the actors and organizations conducting modern-day human rights advocacy and the techniques central to their work, including fact-finding, monitoring, report writing and media work. The course provides a balance of practical skill development (interviewing, press release writing) and critical-reflective examination of the ethical and strategic dilemmas faced by human rights advocates today.

### Credit Hours

**Min:**
3

## KROC575 - Engineering Peace

### General

**College/School**
Kroc School of Peace Studies

| Course Subject Code | Course Number |
|---|---|
| KROC | 575 |

**Course Description**
Students from the School of Engineering and the School of Peace Studies come together to design a drone that will have a positive impact on society. They have the opportunity to work on an interdisciplinary team in a semester-long project-based course. The course is rooted in the social sciences and starts with an investigation of what it means to be an engineer or a peacebuilder. This is followed by the engineering challenge of building a drone. Throughout the semester students will develop entrepreneurial skills as they identify an unmet social need and design a drone for positive social impact.

### Credit Hours
**Min:**
3

## KROC576 - Peace & Spirituality

### General
**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
576

**Course Description**
The purpose of this class is to support students in cultivating a practice of reflection and resilience. Students and the instructor together will explore faith, spirituality, and contemplative practice in the context of their personal experience as peacebuilders, activists, changemakers, and social entrepreneurs. Spiritual concepts will be accompanied by insights drawn from more secular philosophical perspectives, as well as science. The course will begin at the micro level with an examination of the self, the nature of consciousness, and other existential introspective themes, before moving to the more meso and macro levels where we will investigate the relationship between inner peace and outer peace. The latter will include the ways in which spiritual faith and practice can both motivate and sustain peacebuilding work, including by helping to cope with issues of stress and burnout; and the ways in which spiritual practices can be integrated into peacebuilding programs. While students will be encouraged to pursue a wide variety of spiritual practices, as a class we will spend a significant amount of time together learning and practicing mindfulness and other forms of meditation.

### Credit Hours
**Min:**
2

## KROC577 - Intercultural Competency

### General
**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
577

**Course Description**
Based on the extensive research in anthropology, cross-cultural psychology, leadership, and organizational behavior, the course reviews the impact of culture on leaders and their followers at the national, group, and organizational levels. It provides a thorough review of relevant theories. It applies them to helping students develop the cultural mindset essential to effective peace leadership in today's global and interconnected world. This course will focus on building an awareness of cultural differences, cultural biases, and cultural adaptation. Students will develop cultural sensitivity that encompasses verbal, physical, and emotional differences in cultural expression.

### Credit Hours
**Min:**
2

## KROC578 - Data Visualization

### General
**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
578

**Course Description**
Long considered a "soft" area of practice, more art than science, peacebuilding and its adjacent professional fields increasingly rely on using data to design, garner support for, and evaluate their initiatives. Data visualization comprises a powerful set of tools and techniques used to explore and present information. Combined with program research skills and fluency in statistics, it can help us understand problems we confront, interventions we craft to solve them, and the effects of those interventions. It can help us to communicate, telling visual stories that can convince our target audience, be they colleagues, policymakers, funders, or the general public. This course is designed to cultivate basic data visualization and statistical skills that can provide a solid professional advantage on the job market.

### Credit Hours
**Min:**
3

## KROC590 - Special Topics Seminar

### General
**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
590

**Course Description**
A course focusing on a special topic in peace and justice studies, conflict management and resolution, or social innovation. The course content and structure will differ depending on instructor. See learning objectives for more information about the specific course, and consult your advisor for the full course description.

### Credit Hours
**Min:**
2

**Number Of Repeats:**
80

## KROC592 - Workshops

### General
**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
592

**Course Description**
A workshop focusing on a special topic or unique opportunity in peace and justice, conflict management and resolution, or social innovation. Workshop content and structure will differ depending on the instructor. See the learning objectives for more information about the course, and consult your advisor for the workshop's course description.

### Credit Hours
**Min:**
1

**Number Of Repeats:**
80

## KROC593 - Field-based Practicum

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
593

**Course Description**
The Kroc School's field-based courses create a space for students to apply classroom knowledge in the field within creative and structured environments. The field-based course includes three common elements: a) an applied curriculum, b) the opportunity to interact with practitioners from communities affected by violence and injustice, and c) experience in implementing collaborative projects in the field. Students' work will be guided by USD's core humanistic principles, emphasizing how to look at individuals and communities in a holistic manner. See learning objectives for more information about the course, and consult your advisor for the course description.

#### Credit Hours

**Min:**
3

### Course Attributes

**Course Attributes**
I

## KROC594 - Special Topics Course

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
594

**Course Description**
A course focusing on a special topic in peace and justice studies, conflict management and resolution, or social innovation. The course content and structure will differ depending on instructor. See learning objectives for more information about the specific course, and consult your advisor for the full course description.

#### Credit Hours

**Min:**
3

**Number Of Repeats:**
80

## KROC595 - Reading Group

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
595

**Course Description**
A reading group on a special topic in peace and justice, conflict management and resolution, or social innovation. The reading group's content and meeting times will differ depending on the instructor. See learning objectives for more information about the specific course, and consult your advisor for the reading group's description.

#### Credit Hours

**Min:**
1

**Number Of Repeats:**
80

## KROC596 - Professional Portfolio

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
596

**Course Description**
This course will help you to draw together the concepts, skills, and work you have done at the Kroc School into a narrative of personal and professional development that will aid you on your journey forward. In particular, this course will provide the time and support required to compile a professional portfolio comprised of the items specified by your degree program. This course builds upon the Pursuing Progress program and serves as a bookend to the Kroc experience that you began in the Foundations class. Work will take place through a combination of small group and one-on-one meetings with your faculty advisor, culminating in a presentation for a small audience.

Students who began their program before Fall 2025 may choose to complete the Professional Portfolio – KROC 597 (1 unit) or follow the Fall 2025 catalog requirements and take KROC 567 (0 units). The course description of KROC 597 and KROC 567 is the same.

#### Credit Hours

**Min:**
0

## KROC597 - Professional Portfolio

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
597

**Course Description**
This course will help you to draw together the concepts, skills, and work you have done at the Kroc School into a narrative of personal and professional development that will aid you on your journey forward. In particular, this course will provide the time and support required to compile a professional portfolio comprised of the items specified by your degree program. This course builds upon the Pursuing Progress program and serves as a bookend to the Kroc experience that you began in the Foundations class. Work will take place through a combination of small group and one-on-one meetings with your faculty advisor, culminating in a presentation for a small audience.

Students who began their program before Fall 2025 may choose to complete the Professional Portfolio – KROC 597 (1 unit) or follow the Fall 2025 catalog requirements and take KROC 567 (0 units). The course description of KROC 597 and KROC 567 are the same.

#### Credit Hours

**Min:**
1

## KROC598 - Internship (in-organization experience)

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
598

**Course Description**
This course involves participation in an internship related to one of the four areas of specialization within the Peace and Justice Studies Master's curriculum: conflict analysis and resolution, development, human rights, or human security. Internship placements will take place during the summer with a follow-up course in the fall semester. It is open only to students in the Peace and Justice Studies Master's Program. Grading for the course will be on a Pass/Fail basis. Prerequisites: KROC 596 Internship Preparation.

### Credit Hours

**Min:**
0

**Max:**
0.5

## KROC599 - Independent Study

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
KROC

**Course Number**
599

**Course Description**
An independent study for up to three units provides students an opportunity to research a topic of particular interest to them relevant to Peace and Justice Studies. The faculty supervisor, program director and Dean of the Joan B. Kroc School of Peace Studies must approve the project proposal prior to the beginning of the relevant semester. This course may be repeated up to a maximum of three units.

### Credit Hours

**Min:**
1

**Max:**
3

**Number Of Repeats:**
99

## LDT500A - Introduction to Instructional and Learning Design

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
LDT

**Course Number**
500A

**Course Description**
This course focuses on the field of instructional and learning design. Topics include the history of instructional design and the evolving landscape of the profession, including the integration of design thinking into the field. Students will examine foundational learning theories, instructional design models, and design thinking tools to think critically about taking a learner-centered approach to solving instructional design problems grounded in research-based design approaches and best practices.

### Credit Hours

**Min:**
3

## LDT500B - Introduction to Learning Technologies

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
LDT

**Course Number**
500B

**Course Description**
This course introduces students to research-based principles of effective multimedia design and creating original media that conforms to those principles. It examines common learning technologies and tools used to develop multimedia for instruction. Tools include contemporary course authoring software, and concepts include an introduction to principles of multimedia learning, eLearning design and development, and basic visual and graphic design principles. Students will explore various learning technologies to create digital artifacts and interactive learning experiences. Prerequisites: LDT 500A

### Credit Hours

**Min:**
3

## LDT520 - Advanced Learning Theory and Design

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
LDT

**Course Number**
520

**Course Description**
This course examines advanced topics in instructional design, including needs assessment, learner characteristics, alignment of learning objectives, instructional strategies, and formative and summative assessments. Students will explore critical theories used to frame how we understand learning and motivation and the ethical responsibility of instructional designers to analyze and dispute common myths related to these concepts. Students will also learn to employ sound design principles and best practices in planning, designing, and evaluating effective learning experiences. Prerequisites: LDT 500A & LDT 500B

### Credit Hours

**Min:**
3

## LDT530 - Learning Media Design

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
LDT

**Course Number**
530

**Course Description**
This course explores the artistic and technical aspects of creating engaging and accessible digital media to relay information and addresses research-based and ethical approaches to multimedia design. Students will apply basic user experience (UX) principles and follow WCAG 2.1 guidelines in designing an ADA-compliant learning artifact prototype. Learners will explore the Universal Design for Learning framework and evaluate design decisions using a learner experience (LX) design rubric. Prerequisites: LDT 500A & LDT 500B

### Credit Hours

**Min:**
3

## LDT535 - Assets and Artifacts

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
LDT

**Course Number**
535

**Course Description**
This course focuses on digital asset and artifact curation within instructional systems design. Students explore laws applicable to education and training, including provisions of the U.S. Technology, Education and Copyright Harmonization Act, Open Educational Resources, and Creative Commons Licensing. Students will examine legal and ethical case studies regarding easily accessible online artifacts and assets and review content curation methods. Prerequisites: LDT 500A & LDT 500B

### Credit Hours
**Min:**
3

## LDT540 - Leadership in Digital Learning

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
LDT

**Course Number**
540

**Course Description**
This course establishes foundations for ethical leadership in digital learning. It focuses on leadership skills, key functions and decisions for leaders, leading cross-functional remote teams, managing project delivery, developing knowledge of regulatory bodies (i.e., Accreditation, Accessibility, GDPR, etc.) and developing communication skills for effective online program administrations in various settings. Students will examine the needs of end users, map their learning journey, and create a business plan for an online program. Prerequisites: LDT 500A & LDT 500B

### Credit Hours
**Min:**
3

## LDT545 - Program Assessment & Evaluation

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
LDT

**Course Number**
545

**Course Description**
This course examines theories and techniques for evaluating educational and training programs. Students apply methodologies to identify needs, establish objectives, assess learners, and evaluate program outcomes in education and adult training environments. Students will examine practical applications of Kirkpatrik's Four Levels of Training Evaluation, build an assessment strategy, and practice communicating outcomes to stakeholders. Prerequisites: LDT 500A & LDT 500B

### Credit Hours
**Min:**
3

## LDT550 - Educational Research Methods

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
LDT

**Course Number**
550

**Course Description**
This course focuses on using evidence-based research and data to inform program and instructional design decisions. Students will conduct a review of scholarly literature to investigate a topic and identify gaps in the research. Students will also select between quantitative, qualitative, or mixed methods research methodologies to pose research questions and write a research proposal for further study. Prerequisites: LDT 500A & LDT 500B

### Credit Hours
**Min:**
3

## LDT555 - Emerging Technologies and Design Approaches

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
LDT

**Course Number**
555

**Course Description**
This course explores the current landscape of learning technologies and evaluates the value and use of these tools in creating learning activities for learning and development contexts. Additionally, students will assess current learning design trends and make responsible recommendations for deployment. Prerequisites: LDT 500A, LDT 500B, LDT 520, LDT 530, LDT 535, LDT 540, LDT 545, and LDT 550

### Credit Hours
**Min:**
3

## LDT560 - Capstone Project

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
LDT

**Course Number**
560

**Course Description**
This culminating course synthesizes topics discussed in all program courses. Students demonstrate achievement of all program learning outcomes through completing three performance-based deliverables: Instructional Design Portfolio, Two-Module Online Course in an LMS, and final presentation. Students engage in peer evaluation and reflect on quality standards and ethics in learning design. Prerequisites: LDT 500A, LDT 500B, LDT 520, LDT 530, LDT 535, LDT 540, LDT 545, LDT 550, and LDT 555

### Credit Hours
**Min:**
3

## LDT594 - Special Topics in Learning Design and Technology

### General
**College/School**
Professional & Continuing Educ

**Course Subject Code**
LDT

**Course Number**
594

**Course Description**
This is a special topics course discussing areas of interest in learning design. This course may be repeated for credit with a different topic. Prerequisites: LDT 500A & LDT 500B

### Credit Hours
**Min:**
1

**Max:**
6

## LEAD500 - Research, Design and Evaluation of Nonprofit Programs

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
500

**Course Description**
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. Prerequisites: LEAD 501.

### Credit Hours

**Min:**
4

## LEAD501 - Nonprofit Sector: Theory & Practice

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
501

**Course Description**
This is a survey course that is intended to prepare students for management roles in the nonprofit sector by helping them gain an understanding of America's "nonprofit nation" and its place relative to nonprofit sectors throughout the world. As such it will explore the development, history and nature of the sector, major issues it is facing, governance structures of nonprofit organizations, basic management and operating strategies. Topics will include: socio-economic and historical perspectives, the legal structure of nonprofits, board responsibilities, regulatory reform and accountability measures, the structure and nature of philanthropy, human resource management, and advocacy. The course is designed as an interactive learning experience that incorporates significant case study and group problem-solving exercises.This course is focused on the integration of theory with practice. All students must affiliate themselves with a nonprofit organization they can refer to and work with.

### Credit Hours

**Min:**
3

## LEAD502 - Leadership and Ethics (Nonprofit)

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
502

**Course Description**
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.

### Credit Hours

**Min:**
3

## LEAD502A - Leading in The Nonprofit Sector

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
502A

**Course Description**
This is a survey course that is intended to prepare students for leadership roles in the nonprofit sector by helping them gain an understanding of America's "nonprofit nation" and its place relative to nonprofit sectors throughout the world. This course is focused on the integration of theory with practice. It explores the development, history and nature of the sector , governance structures of nonprofit organizations, leadership perspectives, and operating strategies. Topics will include socio-economic, historical, and critical perspectives related to the legal structure of nonprofits, board responsibilities, regulatory reform and accountability measures, the structure and nature of philanthropy. The course is designed as an interactive and reflective learning experience that incorporates significant case study and group problem-solving exercises.

### Credit Hours

**Min:**
3

## LEAD502B - Applied Research Methods for Leaders and Managers

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
502B

**Course Description**
This course is designed to help nonprofit leaders become critical and well-informed consumers of research to support effective program planning, evaluations, and decision making in their organizations Students learn the basic principles of well conducted research through readings and analysis of relevant research studies from both the popular and academic settings so they may understand the power and limitations of social science research. Moreover, this course facilitates the understanding of intercultural, ethical, and legal considerations involved in conducting research and emphasizes processes of research to address issues of social justice and equity.

### Credit Hours

**Min:**
3

## LEAD503 - Nonprofit Finance

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
503

**Course Description**
This course will prepare students to oversee the financial management of nonprofit organizations by focusing on five areas: financial policies and internal controls; financial statement presentation and analysis; revenues, expenses, liabilities, and cash management; budgeting; audit and tax reporting. Prerequisites: LEAD 501.

### Credit Hours

**Min:**
3

## LEAD504 - Human Relations for Leaders

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
504

**Course Description**
This weekend course utilizes an active learning model that encourages participants to: (1) to study and analyze the dynamic forces that influence the life of groups and organizations; (2) to consider aspects of our personal and organizational lives that are not normally within our awareness; and (3) to examine how these beneath-the-surface assumptions, frameworks, defense mechanisms, and habits (especially those related to authority) have an active influence on much of what we do. The course also incorporates elements of more traditional pedagogical approaches including lectures, seminars, readings and an analytical paper.

### Credit Hours

**Min:**
1

## LEAD505 - Developing Human Capital

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
505

**Course Description**
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.

### Credit Hours

**Min:**
3

## LEAD506 - Resource Development and Marketing

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
506

**Course Description**
This course is intended to examine the fundamental role of marketing and fundraising programs within nonprofit organizations. Students will learn to craft messages and communications materials for key constituencies and stakeholders, identify and develop a well-balanced base of support from individual donors and institutional funders (foundations, corporations, government agencies), and gain knowledge of common fundraising cycles and philanthropy programs. Students will learn about developing a brand and marketing strategy and implementing tactics including public relations, social media and advertising. The course will also cover the cultivation and solicitation of individuals, the role of boards in fundraising, grant writing, and special events. Throughout the course, there will be discussions on ethical issues, technical tools and skills and the management of fundraising and marketing departments within an organization. The goal of this course is to ensure that each student gains a broad and sophisticated understanding of resource development/fundraising and marketing/communications. Prerequisites: LEAD 501.

### Credit Hours

**Min:**
3

## LEAD507 - Community Partnerships & Civic Engagement

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
507

**Course Description**
The study of social change is important for non-profit 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 on the organizational agenda of nonprofit organizations, civic associations, regional initiatives, and focus of this course will center on creating change within a practice arena. Prerequisites: LEAD 501.

### Credit Hours

**Min:**
3

## LEAD508 - Grant Making for the Greater Good

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
508

**Course Description**
This course will have two goals. The first is for students to assume the role of Program Officers, two teams of four, as they learn how foundations function as grantmakers in light of both best practice and emerging trends such as accountability, transparency and generational wealth transfer. The second goal is for students to implement in “real time” a Request for Proposal (RFP) to be sent to selected regional nonprofits and make evidence based recommendations for approval of grant funds, when available.

### Credit Hours

**Min:**
2

## LEAD509 - Legal Issues, Human Resources and Risk Management

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
509

**Course Description**
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 andlobbying, 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.

### Credit Hours

**Min:**
2

## LEAD510 - Board Development

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
510

**Course Description**
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. Prerequisites: LEAD 501.

### Credit Hours

**Min:**
2

## LEAD511 - Strategic Planning and Positioning

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
511

**Course Description**
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. Prerequisites: LEAD 501.

### Credit Hours

**Min:**
2

## LEAD512 - Policy Advocacy Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
512

**Course Description**
The course focuses on the role of policy advocacy as an essential tool in shaping governmental and corporate policies. Understanding advocacy practices is essential to improved program outcomes across organizations, including schools, nonprofits, and the government. Students will apply existing best practices and analytical frameworks to analyze the role of advocacy in issue emergence, policy making, and policy implementation across different political, institutional, and cultural contexts. Students learn how to execute policy research and analysis, map political systems and actor positioning, and develop appropriate advocacy strategies advancing constituent interests. Students will also explore the leadership dimensions of building diverse and inclusive advocacy coalitions, develop effective communication strategies, and address opponents and counter-mobilization.

### Credit Hours

**Min:**
3

## LEAD513 - Advocacy Skills and Strategies

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
513

**Course Description**
Successful advocates utilize a toolbox of strategies to advance their cause. These strategies include: understanding the lobbying regulations, knowing the 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.

### Credit Hours

**Min:**
2

## LEAD514 - Presentation Skills

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
514

**Course Description**
Strong communication skills are essential to the practice of leadership. This course provides students with the knowledge and tools needed to use communication (specifically public speaking) as a planned and purposeful strategy for engaging audiences and individuals. The foundation of the course borrows from both timely and timeless communication strategies that are key to engaging audiences of any kind. This course will change you! Topics: mastering the 5-point presentation model; research and analysis of audiences; development of presentations focused on benefits to the audience; the extemporaneous speech; the development and use of visual aids, electronic tools and media; the speaker's image; use of humor and the appropriate use of persuasive tools, personal stories, and analogies; handling of the question and answer period; the call to action; and the practice of presentation skills that lead to masterful delivery.

### Credit Hours

**Min:**
2

**Max:**
3

## LEAD515 - Social Entrepreneurship-Innovations in Creating Social Value

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
515

**Course Description**
This two credit (see Appendix F for 3 credit option) 10-week course will study the phenomenon known as social entrepreneurship, in both theory and practice. Social entrepreneurship is the study of business strategies, tools and approaches that address intractable social problems. Said efforts may take place within a nonprofit or for-profit setting (the latter in several different corporate structures/legal forms). Students will learn about the history and evolution of social entrepreneurship. The course will pay particular attention to the most successful social entrepreneurial ventures across the globe. Students will critically analyze and evaluate a variety of innovative approaches that are being employed to address difficult social problems. Students will consider the advantages and disadvantages of the many forms of social entrepreneurship, and the legal structures that differentiate them. Working in teams, students will create their own social venture, including a viable busines

### Credit Hours

**Min:**
2

**Max:**
3

## LEAD516 - Governance and Strategy

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
516

**Course Description**
This course focuses on the governance of nonprofit organizations, including the roles and responsibilities of various stakeholders such as the board of directors, CEO, staff, and constituents. It covers key elements of governance, such as strategy, accountability, fiduciary responsibilities, and the function and structure of the board of directors. The course also teaches how to assemble and manage a board, build positive relationships between the board and staff, coordinate board work, manage information flow, and evaluate board effectiveness. Prerequisites: LEAD 502A and LEAD 502B

### Credit Hours

**Min:**
3

## LEAD517 - Capital and Endowment Campaign Planning

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
517

**Course Description**
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. Prerequisites: LEAD 501

### Credit Hours

**Min:**
2

## LEAD518I - Nonprofits and Civil Society in Guatemala

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
518I

**Course Description**
This course is designed to provide theoretical and practical knowledge about the nature of the nonprofit sector in Guatemala, a post-conflick society and a developing country. In particular, we will explore the dynamic role of human service agencies - both INGOs (internationally operated nonprofits) and Guatemala-based nonprofits in peace-building. Students will be introduced to the challenges these nonprofits face serving multi-cultural populations within a country still troubled by serious violence.

### Credit Hours

**Min:**
2

### Course Attributes

**Course Attributes**
I

## LEAD519I - Understanding Bi-National Nonprofits In The Us-Mexican Border

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
519I

**Course Description**
A growing number of community based organizations from academia, business and corporate partners, government agencies, nonprofit organizations, and philanthropy are being called upon to address growing and emerging trans-border issues in the areas of education, community development, health and human services and the environment. This course contributes to students' understanding of how community-based organizations operate in an international setting as well as along and across borders. The proximity to the Mexico border provides a unique opportunity to expose and prepare students for how to work more effectively in an

increasingly cross-border environment, as well as increase their cross-cultural competency. As a part of the learning experience, students will study the history of the U.S.-Mexico relationship; develop strong cross-cultural competency for dealing with and understanding International business relationships; learn about the growing importance of remittances in community development; study successful global resource development strategies between the U.S. and Mexico. Students will also complete two day-long tours visiting local agencies and organizations serving the binational community. Additionally, students will work with a pre-approved bi-national organization to complete an applied project designed to enhance the organization's ability to achieve its mission. All students must have a valid passport prior to enrolling in this course and be willing to travel to Mexico.

### Credit Hours

**Min:**
2

### Course Attributes

**Course Attributes**
I

## LEAD520 - Volunteer Engagement

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
520

**Course Description**
This course is designed to enhance students' understanding and practice of effective volunteer engagement in community-based organizations, particularly nonprofits. It uses an organizational development approach that connects research with practice and provides students with tools and strategies to better engage volunteers in their work.

### Credit Hours

**Min:**
1

## LEAD521 - Leading Change in Complex Ecosystems

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
521

**Course Description**
The course focuses on the connection between leadership and change in contemporary organizations and societies. Students will learn about established and emerging theories of leadership, management, culture, and organizational and social change, and how they can be applied in a globalized world. The course also emphasizes the importance of developing collaborative skills and behaviors, to enable students to become change agents in their organizations and communities. In addition, this course emphasizes the overarching theme of changing institutions and our society to help the students be more humane and responsive to solving the difficult problems of social justice and inequity that we face. Prerequisites: LEAD 502, LEAD 516

### Credit Hours

**Min:**
3

## LEAD522 - Org Leadership & Cinematic Anl

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
522

**Course Description**
This course serves as an opportunity to explore leadership theories as reflected in films including movies, documentaries, and biographies. Film provides the mechanism for an in-depth exploration of various approaches to leadership including key terms and distinctions commonly used in the leadership literature. The course is more a leadership theory course framed by film than a film course that focuses on the subject of leadership. With Gary Yukl's popular leadership textbook as a guide students will develop a working understanding of the trait, behavior, power-influence, situational and integrative approaches to leadership.

### Credit Hours

**Min:**
3

## LEAD523 - Youth and Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
523

**Course Description**
This course focuses on the importance of and the most effective methods for developing youth leadership knowledge, skills, and capacities. For the purposes of this course, youth are considered to range from early elementary grades all the way through college. With an early focus on the academic literature on youth development theory and leadership theory, the course builds a solid foundation of knowledge for adults who work with youth leaders. The course focuses on a contextual approach to leadership for youths by enabling the acquisition of various "tools" that match specific contexts in their leadership practice. One of the key learning concepts of this course is the ability to break down complex leadership theories and practices that adults learn into manageable and age-specific levels for youths. The course also examines various youth leadership development programs throughout the world, the various issues that adults face in providing youth leadership development opportunities, the impact of youth leadership development on organizations, and the ways in which to increase diversity in youth leadership groups. While founded in academic literature and writing, the course primarily provides an opportunity for participants to put academic learning into real world contexts. This is accomplished through a final project that centers on the development of youth leadership development programs and projects.

### Credit Hours

**Min:**
3

## LEAD524 - Education Sports Law and Policy

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
524

**Course Description**
This leadership course provides an overview of sports law, policy making and leadership, with a focus on higher education, business, and legal issues within amateur sports. The course begins with an overview of higher education policy and law. Students will examine a complex array of political, legal, historical and ethical concerns in the school law environment by analyzing the principals of social

justice, socioeconomic issues, anti-discrimination and other legal issues that permeate all school settings. This course also has a focus on gender and racial equity in sports, NCAA governance, negotiation techniques, and the relationship between the university and athletics.

### Credit Hours

**Min:**
3

## LEAD525 - Leadership in the Arts and Culture Sector

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
525

**Course Description**
Arts and cultural organizations, including museums, theatres, dance companies, music ensembles, and opera companies, face issues that are unique among nonprofits. Cultural leaders need to be knowledgeable in addressing the challenges related to audience, private-sector competition, engagement, advocacy and more. Arts and culture organizations are increasingly attuned to the changing expectations of audiences and the need to address diversity, inclusion and equity. A range of leading professional organizations are speaking up about the need for arts and cultural organizations to broaden access and to be actively engaged in civic dialogue and social change, including the American Alliance of Museums, California Association of Museums, Theatre Communications Group, and the League of American Orchestras. Arts and cultural activities are an integral part of our social and civil life and participation results in individuals who are engaged in civic activities and demonstrate higher social tolerance. Art museums are overwhelmingly staffed with employees who identify as White Non Hispanic, even in minority majority states, and cultural audiences often mirror this same demographic. Diversity, equity, and inclusion begin with institutions' staff and board. For example, while California is diverse, its arts and cultural institutions are struggling to keep pace with the changing demographics of the communities they serve. Current leadership needs support and education to address the changing climate, and the arts and culture employment pipeline needs to be opened up so that future leadership reflects the diversity of California. This course will provide opportunities for students to consider these challenges as well as formulate strategies and solutions for their leadership practice.

### Credit Hours

**Min:**
3

## LEAD526 - Leading Visitor-Facing Nonprofits

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
526

**Course Description**
This three credit course will address leadership issues specific to the visitor and patron experience. In 2016, over five million people attended arts and culture events and institutions in San Diego, twice the attendance at the Padres and the Chargers combined. These numbers make the visitor experience an essential area of knowledge for leaders. Often, arts and culture leaders are experts in specific subject matters, but not typically in visitor experiences. As communities diversify, arts and cultural leaders must lead organizations that are accessible and welcoming to all, from paying members to cultural tourists to underserved populations in the region. As a summative assessment, students will produce a rigorous policy memo for a client nonprofit organization, analyzing the visitor experience and making recommendations based on class readings and discussions.

### Credit Hours

**Min:**
3

## LEAD527 - Arts and Cultural Leadership Institutional Tour

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
527

**Course Description**
This three-unit course builds on the prior two courses through a travel experience and will delve more deeply into the challenges and opportunities for 21st century organizations in the areas of equity, inclusion and diversity and technology integration. Students and faculty will travel across to select sites in California to visit large and small cultural organizations, such as The Getty Museum, California African American Museum, LA Philharmonic, Asian Art Museum, El Teatro Campesino, and the Exploratorium. Students will meet with arts and cultural leaders to discuss the realities of leadership. Students will also have the opportunity to discuss government's role in the arts and culture sector at the local, state and federal levels. During this course, students will be expected to apply their learning from the prior coursework, thoughtfully analyze the institutions, engage in robust discussion with classmates, and reflect on their own practice of leadership. It is expected that this course will result in the students producing a portfolio-eligible applied project, action research project, or an original research paper that would identify, analyze and address a relevant issue in the arts and culture field. Prerequisites: LEAD 525 OR LEAD 526.

### Credit Hours

**Min:**
3

## LEAD528 - Nonprofit Financial Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
528

**Course Description**
This course provides students with the knowledge required to effectively supervise the financial management of nonprofit organizations by focusing on five areas: financial policies and internal controls; financial statement presentation and analysis; revenues, expenses, liabilities, and cash management; budgeting; audit and tax reporting. Students will be asked to critically assess the finances of selected nonprofits and consider how, as leaders, they will convey their findings to a variety of stakeholders, such as their board, donors, constituents, and staff. Prerequisites: LEAD 502, LEAD 516

### Credit Hours

**Min:**
3

## LEAD529 - Designing and Evaluating High Impact Programs

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
529

**Course Description**
To ensure accountability to their constituents and the broader public, nonprofit leaders must be able to critically analyze and report on their programs. This course prepares students to undertake the research, design, and evaluation process used in nonprofit and public agencies to ensure the highest levels of program effectiveness and impact. Students will learn how to develop an overarching theory of change to guide the fundamentals of program development and assessment and to support a process of continuous improvement within their organizations. The course covers key topics such as assessing community needs, using research to guide program design, cultural competency, designing evaluation processes, applying an equity framework in evaluation, sharing evaluation results, and making modifications based on evaluation results. Prerequisites: LEAD 502A, 502B

### Credit Hours
**Min:**
3

## LEAD530 - Resource Development and Philanthropy

### General
**College/School**
School of Leadership & Educ.

| Course Subject Code | Course Number |
|---|---|
| LEAD | 530 |

**Course Description**
This course examines the fundamental role of fundraising programs within nonprofit organizations. Students will learn to craft communications materials for key constituencies and stakeholders, identify and develop a well-balanced base of support from individual donors and institutional funders (foundations, corporations, government agencies), and gain knowledge of common fundraising cycles and philanthropy programs. The course will also cover the cultivation and solicitation of individuals, the role of boards in fundraising, grant writing, and special events. Throughout the course, there will be discussions on ethical issues, technical tools and skills and the management of fundraising departments within a nonprofit organization. The goal of this course is to ensure that each student gains a broad and sophisticated understanding of resource development/ fundraising. Prerequisites: LEAD 502A, 502B

### Credit Hours
**Min:**
3

## LEAD531 - Capstone

### General
**College/School**
School of Leadership & Educ.

| Course Subject Code | Course Number |
|---|---|
| LEAD | 531 |

**Course Description**
In this capstone course, students apply their knowledge by working on a project with a nonprofit organization of their choice. They will assess the organization's management and leadership functions and make recommendations for improvement. The course also requires students to reflect on their own leadership development and prepare a final reflection paper and presentation. Prerequisites: LEAD 502A, LEAD 502B

### Credit Hours
**Min:**
3

### Course Attributes
**Course Attributes**
I

## LEAD532 - Foundations in Trauma Awareness, Resilience, and Restorative Approaches Across the Professions

### General
**College/School**
School of Leadership & Educ.

| Course Subject Code | Course Number |
|---|---|
| LEAD | 532 |

**Course Description**
This interdisciplinary Foundations Course, central to the “Certificate of Trauma Awareness, Resilience and Restorative Approaches Across the Professions,” is designed to provide an integrative lens on stress and trauma, restorative practice and approaches, and individual and community resilience. The course combines an academic understanding of the science of trauma with an experiential learning of skill-building practices which emphasize self-reflection, social and emotional awareness, resilience-centered trauma literacy for application in non-clinical settings, and a practical knowledge of restorative approaches across various disciplines. This Foundations Course is designed for professionals as well as USD graduate students interested in developing their understanding of stress, trauma, development, and adaptive capacity; expanding trauma awareness and cultural sensitivity in context; learning core principles of restorative practice working with communities; and exploring how the integration of trauma awareness, resilience, and restorative approaches can be implemented across professions.

### Credit Hours
**Min:**
3

## LEAD533 - Foundations of Leadership Coaching

### General
**College/School**
School of Leadership & Educ.

| Course Subject Code | Course Number |
|---|---|
| LEAD | 533 |

**Course Description**
The primary goal of this course is to offer an introduction to the theory and practice of leadership coaching. Special emphasis will be placed on the core competencies necessary for effective coaching and ethical practice. In particular, students will be guided through a coaching process that is holistic in nature, focused on developing the individual as an instrument of the coaching engagement. The model spans human development theory, organizational change processes, positive psychology application, and leadership development from an action logics (stage theory) perspective. The course also offers experiential learning opportunities for students to make initial discoveries about their emergent coaching style through “real time” peer-to-peer and client-based coaching practice.

### Credit Hours
**Min:**
3

## LEAD535I - Models of Participatory Leadership

### General
**College/School**
School of Leadership & Educ.

| Course Subject Code | Course Number |
|---|---|
| LEAD | 535I |

**Course Description**
This intensive summer course is an opportunity for participants to be exposed first-hand to a unique organizational model of participatory leadership, management, employee ownership and decision making by attending lectures and visiting sites at the Mondragón Corporación Cooperativa (Mondragón) in

Mondragón, Spain. Students will become acquainted with Mondragón's unique leadership, management, educational, training, financial and human resources systems, as well as its globalization initiatives. Participants will also learn the core values that support Mondragón, which are based on a balance between organizational and personal needs, solidarity with each other and the community, and economic and social justice. Finally, participants will become acquainted with the institutionalized policies, processes and practices that support Mondragón's economic and social success.

### Credit Hours

**Min:**
3

### Course Attributes

**Course Attributes**
I

## LEAD540 - Introduction to Restorative Justice: A Global Social Movement

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
540

**Course Description**
This course introduces the philosophy and practices of restorative justice. Restorative Justice is a philosophical approach that embraces the reparation of harm and healing of trauma. A central practice of restorative justice is a collaborative decision-making process that includes harmed parties, people who have caused harm, and others who are seeking active accountability by: (1) Accepting and acknowledging responsibility for causing harm; (2) Repairing the harm caused to harmed parties and the community; (3) Rebuilding trust by showing understanding of the harm, addressing personal issues, and building positive social connections; (4) Addressing root causes, systemic inequalities, and social injustices that creates the conditions in which harm occurs. Restorative justice is a global social movement with applications ranging from the way a teacher responds to minor misbehavior in school classroom to prosecutors support of a crime victim's desire to confront the offender to a society's healing approach in the aftermath of war or genocide. Restorative approaches draw upon a variety of justice traditions that, in many ways, challenges the Western legal tradition of adversarial adjudication and punishment. Students will be introduced to the ethical framework that guides restorative approaches and a variety of applications. One leading assumption of this course is that a student interested in applying restorative justice in one particular setting, such as a school, will be most successful when they understand the full range of perspectives and practices.

### Credit Hours

**Min:**
3

## LEAD541 - Restorative Justice Facilitation Skill-Building Intensive

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
541

**Course Description**
This course is an intensive skill-building workshop in restorative practices. The focus is developing facilitation skills necessary for hosting restorative dialogues. We will develop skills for both "restorative circles" and "restorative conferences," two distinct and commonly used restorative practices. Each requires three distinct skill-sets: pre-dialogue preparation and assessment skills; dialogue facilitation; and post-dialogue mentoring and support skills. The course is highly experiential with intensive role play and debriefing. The skills-based course will focus on three tiers of restorative practice: Tier I: Restorative circles for community building and improving campus climate We will focus on restorative circle practices to improve campus culture and build relationships and how to use circles in response to charged community incidents in order to provide inclusive dialogue, healing, accountability, and action plans. Tier II: Restorative conferences for incidents of harm This section focuses on restorative approaches to conduct violations from "bread-and-butter" noise or alcohol violations to academic dishonesty to serious incidents that may also include criminal charges. Tier III: Restorative circles for effective reintegration after separation This section introduces restorative circle practices to successfully reintegrate community members after periods of separation. Reintegration circles provide reassurance to the community by emphasizing both social support and accountability. The primary focus will be on reentry, such as student return after suspension or incarceration, but other applications will be addressed such as return from medical leave. Prerequisites: LEAD 540.

### Credit Hours

**Min:**
3

## LEAD542P - Restorative Justice Leadership in Practice

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
542P

**Course Description**
This course is an opportunity to put theory and skills into practice. The focus is on implementing restorative practices through the development and delivery of restorative program or series of facilitated dialogues. Students will propose a program, deliver it, and write a final report summarizing their success. Experience with restorative facilitation is a core element of certification in restorative leadership (we can't preach what we haven't practiced). Prerequisites: LEAD 540 and LEAD 541.

### Credit Hours

**Min:**
3

## LEAD543I - Travel Seminar in Restorative Justice

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
543I

**Course Description**
Organized field trip to an international restorative justice conference (such as the European Forum on Restorative Justice) or to a location with pre-existing restorative programs. Students will learn about restorative justice implementation cross-culturally.

### Credit Hours

**Min:**
3

### Course Attributes

**Course Attributes**
I

## LEAD544 - Building Professional Practice in Coaching

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
544

**Course Description**
This course is designed to provide coaching students with the necessary tools to build their professional practice. Particular emphasis is placed on the technical, legal, and financial considerations that are essential to provide effective delivery of coaching services to individual clients and organizations. The aim of the course is for each student to be equipped with a sufficiently robust business approach to be able to launch their practice upon completion of all program and credentialing requirements. As part of the Leadership Coaching Certificate, this course includes ongoing coaching of clients, supervision, peer-to-peer competencies and coaching ethics. While this course can be taken as a freestanding offering, it is required that students taking the Leadership Coaching certificate first take LEAD 533 and be enrolled in LEAD 566 OR provide evidence of relevant other professional experience. In the latter instance, permission of the instructor is required. Prerequisites: LEAD 533, LEAD 566.

### Credit Hours

**Min:**
2

## LEAD545 - Survey of Leadership Theories

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
545

**Course Description**
This course presents a survey of the many theories that address leadership from an interdisciplinary perspective. Throughout this course, students will examine leadership applying various theoretical lenses and frameworks. By looking at various perspectives of leadership, students will develop a more rigorous and accurate understanding of this phenomenon and learn to use the many theories, models, and frameworks to address leadership challenges at an individual, organizational, and global level. Finally, students will develop their personal leadership approach and increase their understanding on leading processes of change and transformation committed with social justice.

### Credit Hours

**Min:**
3

## LEAD546 - Trauma-Informed Restorative Justice

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
546

**Course Description**
This advanced seminar deepens student understanding of restorative justice by focusing on trauma-informed care. Topics include trauma and recovery, systems of support and care, applications of restorative justice to complex cases, cultural appropriation, and diversity and inclusion in the restorative justice movement.

### Credit Hours

**Min:**
3

## LEAD547 - Action Research Methods I

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
547

**Course Description**
In this course students critically reflect on the intellectual and practical questions which guide action research and develop a proposal for an action research project. This course will address theoretical, philosophical, and epistemological questions about action research. We will discuss the tradeoffs that come with action research compared to more traditional research—how can insider status better inform research, and what might we lose compared to other forms of traditional research methods? How can the action research frameworks better solve organizational problems, and on the other hand what insights may be lost by focusing on a single organization's questions or problems? Prerequisites: LEAD 550 and LEAD 569.

### Credit Hours

**Min:**
3

## LEAD549 - Research Design and Methodology for Global and Intercultural Leaders

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
549

**Course Description**
This course is designed to help you become critical and wellinformed consumers of research. The course provides students with the basic principles of wellconducted research through readings and analysis of research studies from both the popular and academic settings and teaches them to understand the power and limitations of social science research. Moreover, this course facilitates the understanding of intercultural, ethical and legal considerations involved in conducting research and emphasizes on processes of research to address issues of social justice and inequity.

### Credit Hours

**Min:**
3

## LEAD550 - Leadership and Identity: Theory and Exploration

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
550

**Course Description**
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 identity and 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.

### Credit Hours

**Min:**
3

## LEAD551 - Human Relations for Leaders

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
551

**Course Description**
This weekend course utilizes an active learning model that encourages participants to: (1) to study and analyze the dynamic forces that influence the life of groups and organizations; (2) to consider aspects of our personal and organizational lives that are not normally within our awareness; and (3) to examine how these beneath-the-surface assumptions, frameworks, defense mechanisms, and habits (especially those related to authority) have an active influence on much of what we do. The course also incorporates elements of more traditional pedagogical approaches including lectures, seminars, readings and an analytical paper.

### Credit Hours

**Min:**
3

## LEAD552 - Action Research Practicum I

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
552

**Course Description**
In this seminar style course students in the Higher Education Leadership Program will focus on completing their required action research final project. This course is taken in fall semester following completion of LEAD 547. In this course, students get support to complete the IRB process and/or to begin the research process. The seminar will include mini-lectures on how to conduct surveys, interviews and focus groups. And students will receive individual coaching and support throughout the semester to ensure progress toward research goals. Prerequisites: Students must successfully complete with a grade of B or better, LEAD 547 Action Research I before enrolling in this course.

### Credit Hours

**Min:**
1.5

## LEAD553 - Action Research Practicum II

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
553

**Course Description**
In this seminar style course students in the Higher Education Leadership Program will focus on completing their required action research final project. Students enroll in this course the spring semester, following enrollment in LEAD 552. The focus is primarily on analyzing data and writing results. Emphasis will be on supporting students through coding and analyzing their data, and on the writing process. Students will work with peers and the instructor to receive ongoing feedback and support on their writing. The seminar will include mini-lectures on how to conduct surveys, interviews and focus groups. And students will receive individual coaching and support throughout the semester to ensure progress toward research goals. Prerequisites: Students must successfully complete with a grade of B or better, LEAD 547 Action Research I and LEAD 552 Action Research Practicum I before enrolling in this course.

### Credit Hours

**Min:**
1.5

## LEAD554 - Negotiation and Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
554

**Course Description**
Negotiation is an essential skill for all leaders. As we work to solve "wicked problems" across disciplines, leaders will need to manage conflict, bridge cultural differences, and manage their own emotions and biases as they lead change efforts. This leadership course will explore the science and art of negotiation, with an emphasis on interculturality and interest-based negotiation techniques, through case studies, simulations, lectures, and class discussions.

### Credit Hours

**Min:**
3

## LEAD555 - Ethical Leadership for Global Social Justice

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
555

**Course Description**
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. Moreover, this course will explore cultural differences regarding ethics and leadership as the students learn more about themselves and themselves in relationship to others, to their work, and to the world. In addition to being exposed to some major Western and non-Western ethical perspectives and examining their values and strengths, students will learn helpful tools and practical strategies to address ethical dilemmas and/or leadership challenges related with issues of social justice.

### Credit Hours

**Min:**
3

## LEAD556I - Culture and Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
556I

**Course Description**
Based on the extensive research in anthropology, crosscultural psychology,leadership, and organizational behavior, the course reviews the impact of culture on leaders and their followers at the national, group, and organizational levels. It provides a thorough review of relevant theories and applies them to helping students develop the cultural mindset that is essential to effective leadership in today’s global and interconnected world.

### Credit Hours

**Min:**
2

**Max:**
3

## LEAD557 - Leadership and Spirituality

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
557

**Course Description**
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.

### Credit Hours

**Min:**
3

## LEAD558I - Global Leadership Challenges of Cognitive and Social Justice

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
558I

**Course Description**
This course is designed to provide students with a solid understanding of major challenges of cognitive and social justice of the 21st century and how connecting the concepts of leadership from a local and organizational level to the global sphere and vice versa. Throughout the course there will be an emphasis on topics of social justice such as human rights, social movements, environmental degradation, development, and intercultural dialogue. The course relies on a cross and interdisciplinary approach where students will explore leadership through a global and critical lens and expand their capabilities for identifying the phenomenon of leadership at global levels, framing problems, applying emergent leadership models and initiatives, and designing solutions.

### Credit Hours

**Min:**
3

## LEAD559 - Organizational Theory and Change

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
559

**Course Description**
A study of how leadership and change in contemporary organizations and societies are connected conceptually and in practice. Students will study established and emerging theories of leadership, management, culture, and organizational and social change that can be applied within the current scenarios of interconnection and interdependence generated by globalization. Moreover, students will learn collaborative skills and behaviors that will help them to be change agents in their organizations and societies. In addition, this course emphasizes the overarching theme of changing institutions and our society to help the students be more humane and responsive to solving the difficult problems of social justice and inequity that we face.

### Credit Hours

**Min:**
3

## LEAD565 - Dynamics of Race, Gender and Culture in Higher Education

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
565

**Course Description**
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.

### Credit Hours

**Min:**
3

## LEAD566 - Core Competencies of Leadership Coaching

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
566

**Course Description**
This course builds upon the Foundations of Leadership Coaching course. It provides the opportunity for students to acquire a deeper understanding of coaching as a leadership and development tool. Students will hone their practice, deepen their use of self-as-instrument, be exposed to best practices for debriefing assessment tools, and reflect on ethical and other professional issues in the world of coaching. Each element of the course helps the aspiring coach to gain a broader repertoire of approaches when addressing the coaching relationship in service to the client. Supervised practice, reflective assignments, and theory integration form part of this experiential course. Prerequisites: LEAD 533.

### Credit Hours

**Min:**
3

## LEAD567 - Writing for Publication

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
567

**Course Description**
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 professor's discretion.

### Credit Hours
**Min:**
3

## LEAD568I - Global Perspectives in Higher Education

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
568I

**Course Description**
The purpose of this course is to provide students with an opportunity to explore, discuss, reflect, and analyze various issues impacting higher education from a global perspective. These issues include, but are not limited to access, equity, economic development, and social mobility. Particular attention will be paid to historical developments and interventions (e.g., affirmative action and other initiatives) from the government, non-government organizations, and private and public universities seeking to address educational opportunity and/or economic innovation. The specific focus of the course will be contingent on the geographic location as the international context impacts the critical issues addressed. Examples of potential countries under the purview of this course include Brazil, United Arab Emirates, Cuba, Morocco, Italy, France, and South Africa.

### Credit Hours
**Min:**
3

**Number Of Repeats:**
99

### Course Attributes
**Course Attributes**
I

## LEAD569 - Making Meaning and the Collegiate Experience

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
569

**Course Description**
The purpose of this course is to examine and understand significant human development theories used within the context of higher education. Students will be asked to make meaning of the self, the other and the systems, personally and professionally. This course requires students to apply college student development theories to students as well as themselves in critical ways. Students will be asked to work individually as well as in teams on a project-based learning project aimed at promoting the intersections between theory and practice.

### Credit Hours
**Min:**
3

## LEAD571 - History and Philosophy of Higher Education

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
571

**Course Description**
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 philosophicalviews 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.

### Credit Hours
**Min:**
3

## LEAD572 - Leadership and Contemporary Issues

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
572

**Course Description**
National and global issues requiring leadership are presented as challenges to future leaders. Topics may include: social and political changes; environmental change and sustainability; the impact of technology; and generational changes. These issues all impact organizations and how we lead and 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.

### Credit Hours
**Min:**
3

## LEAD573 - Economics of Education

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
573

**Course Description**
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.

### Credit Hours

**Min:**
3

## LEAD574 - Gender and Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
574

**Course Description**
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.

### Credit Hours

**Min:**
3

## LEAD575 - The Community College

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
575

**Course Description**
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.

### Credit Hours

**Min:**
3

## LEAD576 - Community College Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
576

**Course Description**
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.

### Credit Hours

**Min:**
3

## LEAD577 - Higher Education Policy

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
577

**Course Description**
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.

### Credit Hours

**Min:**
3

## LEAD578 - Higher Education Admin

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
578

**Course Description**
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.

### Credit Hours

**Min:**
3

## LEAD579 - Experimental Topics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
579

**Course Description**
This course number is used by SOLES for experimental topics courses. The title and content of each 579 course will vary by topic and program/department. If more than one 579 course is offered during a single semester, section numbers will allow for identification of the course.

### Credit Hours

**Min:**
1

**Max:**
3

**Number Of Repeats:**
95

## LEAD579I - Experimental Topics: International Experience

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
579I

**Course Description**
This course number is used by SOLES for experimental topics courses. The title and content of each 579 course will vary by topic and program/department. If more than one 579 course is offered during a single semester, section numbers will allow for identification of the course. This I-designated course will meet the SOLES International Experience requirement.

### Credit Hours

**Min:**
1

**Max:**
3

**Number Of Repeats:**
10

### Course Attributes

**Course Attributes**
I

## LEAD580 - Consulting to Groups

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
580

**Course Description**
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.

### Credit Hours

**Min:**
3

## LEAD581 - Special Topics in Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
581

**Course Description**
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 department chair, before being added to the course schedule.

### Credit Hours

**Min:**
1

**Max:**
3

**Number Of Repeats:**
85

## LEAD582 - Women in Higher Education Leadership Summit (WHELS): Professional development and conferences

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
582

**Course Description**
In this course, students have the opportunity to better understand how the higher education system impacts women leaders individually and collectively. Students will also gain insights and new skills for exercising more effective leadership as higher education professionals. Students will receive 360 feedback and have multiple opportunities to strengthen and practice leadership. The Summit offers opportunities for connecting with other women leaders in higher education and sharing experiences, and exchanging emerging ideas. Students will develop a professional development plan and network with women leaders from across the country. Students enrolled must attend all conference events, the pre, and post session classes and complete all assignments as noted below.

### Credit Hours

**Min:**
3

**Number Of Repeats:**
2

## LEAD583 - Advanced Restorative Justice Facilitation and Training

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
583

**Course Description**
This course is an intensive skill-building workshop in restorative practices. This course provides advanced practice that follows training in LEAD 541 and provides additional opportunities for skill-building practice and support. The focus is developing facilitation skills necessary for hosting restorative processes. In addition, the course prepares students to deliver an introductory 2.5 day RJ training.The course is highly experiential with intensive role play and debriefing.

### Credit Hours

**Min:**
3

## LEAD584 - Restorative Justice Project Design and Grant Writing

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
584

**Course Description**
The core goal of this course is to prepare students to increase students' project design and grant writing skills as well to better understand the issues and dynamics that define the context within which restorative justice projects are designed and funded.

### Credit Hours

**Min:**
3

## LEAD585 - Leadership for Change

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
585

**Course Description**
This course utilizes an active learning model that provides participants with opportunities to examine and test theories of leadership by analyzing the actual dynamics that arise in real time when relating to those who hold positions of formal authority or when individuals attempt to exercise leadership and/or claim informal authority. The design provides a practice setting that duplicates to some extent the dynamics that occur regularly in groups and organizations, so that participants can test and integrate their study of leadership against actual, lived experience. It is based on an assumption that these dynamics and processes –many of which are elusive and frequently operate beyond our direct awareness—can subvert plans for personal and/or organizational change if they are not understood and taken into consideration.

### Credit Hours

**Min:**
3

## LEAD587I - Community Models of Leadership – Sri Lanka Global Study

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
587I

**Course Description**
This course is designed to understand social movements and leadership within communities. In particular, this course examines an alternative view of leadership from Western thought by exploring Sarvodaya in Sri Lanka. Sarvodaya, which means"Awakening of All," is the largest people's organization in Sri Lanka and is composed of over 12,000 villages. Sarvodaya represents one of the world's largest grassrootmobilizations. A collaboration of Gandhian thought and Buddhist belief,Sarvodaya serves Sri Lanka and the global community through its social action works in peace building, education, relief efforts, and development. Students have the opportunity to see various aspects of Sarvodaya's model including: training andeducation, peace center, volunteerism, community organization, and headquarters. Particular attention will be attributed to the unique culture and location of Sri Lanka and how these factors have influenced community development, social movement, andleadership. Excursions to cultural and historical areas of significance are facilitated in conjunction with course content. Students engage in serviceactivities within Sarvodaya villages.

### Credit Hours

**Min:**
3

## LEAD588 - Foundations of Team Coaching

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
588

**Course Description**
This course builds upon the leadership coaching courses, and offers an overview of the core competencies involved with coaching teams. This course seeks to offer students an opportunity to gain a deep understanding of the nuances involved with team coaching, as compared to individual coaching. Students will learn competencies for coaching diverse teams, practice their team coaching skills in a peer-to-peer setting and engage with clients. Lastly, students will establish an understanding of the ethical considerations involved with coaching teams and the unique distinction between team coaching and other team development practices. Supervised practice, reflective assignments, and theory integration form part of this experiential course. Upon successful completion of the course, students will be eligible to apply to the ICF for Advanced Certification in Team Coaching, if they meet all the other ICF requirements. Prerequisites: Completion of LEAD 533 and LEAD 566.

### Credit Hours

**Min:**
3

## LEAD589 - Capstone Seminar

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
589

**Course Description**
The Capstone Seminar is designed to provide Master's students with an opportunity to integrate their learning in the program through a final project. Students are expected to work with a member of the Department faculty as an advisor for their capstone while participating in this course. Each session is devoted to peer-to-peer interaction and feedback on the progress being made to complete this graduation requirement. Particular attention is given to making use of the knowledge gained throughout their program. The aim is to support students as they focus on deepening their leadership philosophy, reflect on their coursework learning, explore the interconnections of self and system that will most meet their needs as future leadership professionals. Successful students will continuously examine and refine their work so as to better understand and apply leadership concepts to practice. The course will also include preparation for a culminating capstone project. Prerequisites: LEAD 598, International experience (course with "I" or the non-course requirement met)Both these can be concurrent

### Credit Hours

**Min:**
2

**Max:**
3

## LEAD592 - Introduction to Student Affairs Seminar

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
592

**Course Description**
In this course students explore personal values, as well as, the professional values and assumptions that relate to leadership in the student affairs profession. Students will discuss the meaning and importance of leadership, and how to be an effective leader in higher education. Students will also get in touch with their individual purpose, and develop a personal leadership philosophy, in addition to strategies for accomplishing that purpose. Additionally, students will explore the philosophical and intellectual foundations of Student Affairs/Student Services at institutions of higher education; the traditional role and function areas that generally fall under the student affairs umbrella; and the role of professional associations.

### Credit Hours

**Min:**
3

## LEAD593 - M.A. Leadership Internship

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
593

### Credit Hours

**Min:**
3

## LEAD593P - Practicum in Leadership Coaching

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
593P

**Course Description**
This course addresses individual, team and systems coaching practice. Students will present cases from their supervised coaching work to receive assessment and feedback from peers and professional coaches. Special attention will be given to helping the student coaches integrate their learning throughout the program and apply it to their evolving coaching practice. To enroll, LEAD 533 and LEAD 566 are prerequisites, or relevant other experience and permission of the instructor. Prerequisites: LEAD 533 and LEAD 566.

### Credit Hours

**Min:**
1

## LEAD594 - Higher Education Professional Development Seminar

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
594

**Course Description**
In this course students work together with faculty and practitioners to integrate the theory and knowledge base of the program course work with the experiential learning of the student's practical experience. This course supports the student's individual development plan by asking them to analyze current events and issues in their workplace 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.

### Credit Hours

**Min:**
1.5

**Number Of Repeats:**
4

## LEAD595 - Thesis Supervision

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
595

**Course Description**
Students engaged in the research and writing of a thesis may register for 1-3 units of this course per semester duringthat process. Students should enroll with their thesis advisor only. This course can be counted towards electives in the are the area of specialization requirement and is a Pass/Fail course.

### Credit Hours

**Min:**
1

**Max:**
3

**Number Of Repeats:**
3

## LEAD597 - Portfolio Seminar

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
597

**Course Description**
This portfolio seminar will support students in the preparation of their final portfolios with particular attention to the leadership essay. This course will encourage students to synthesize and articulate their understanding of leadership theory and connect this understanding with their professional experiences. While this course focuses primarily on the leadership essay, the selection of projects and the development of an executive summary will also be included in the course content. The international essay will not specifically be included in the content, but students should know that the material will be equally applicable to that essay.

### Credit Hours

**Min:**
1

## LEAD598 - Leadership In Action

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
598

**Course Description**
Applied learning experience for M.A. and doctoral students in which they take the lead in a new individual work project or an employer internship program that challenges them, allows them to apply the skills and theories learned in their Leadership Studies coursework, and enhances their leadership experience. All students will work under the guidance of an effective leader/work supervisor, as well as be supervised by a USD faculty member.

### Credit Hours

**Min:**
3

## LEAD598P - Practicum in School Administration II

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
598P

**Course Description**
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.

### Credit Hours

**Min:**
1

**Max:**
3

## LEAD599 - Directed Independent Study

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
599

**Course Description**
LEAD 599 DIRECTED INDEPENDENT STUDY Directed Independent Study is designed to be a substitute for a traditional course that is not offered in the semester for which the student wishes to enroll. The material covered in such courses is essentially the same as that covered in the traditional course. Students must complete the Graduate Application for Research or Independent Study form and obtain the signatures of the faculty supervisor, Department Chair and the Associate Dean prior to registering for the course. Typically, the request for a directed independent study is made only if: a) a course is required for a graduating student but is not scheduled; b) a student has an unalterable schedule conflict in the course sequence; c) a student needs a course to correct an out-of-sequence program; or d) a student has compelling personal circumstances.

### Credit Hours

**Min:**
0.5

**Max:**
3

## LEAD600 - Leadership and Identity: Theory and Exploration

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
600

**Course Description**
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 identity and 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.

### Credit Hours

**Min:**
3

## LEAD602 - Conceptions Knowledge Research

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
602

**Course Description**
This course sets the stage for others in the doctoral program by providing students with a cognitive map of social science research as practiced in Leadership Studies, as well as in other disciplines and fields of study thai influence the interdisciplinary Leadership Studies field. More specifIcally, the course focuses on the nature of knowledge (sometimes referred to as epistemology) and the different types of research designs and methods that are associated with different epistemologies. The course also demonstrates that the sorts of conceptual disagreements found In the social sciences also can be found in leadership practice.

### Credit Hours

**Min:**
3

## LEAD607 - Applied Statistics and Quantitative Research Methods

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
607

**Course Description**
This introductory course in quantitative analysis will equip students with the skills to conduct basic descriptive and inferential analyses. Students will explore descriptive techniques such as measures of central tendency and dispersion, and inferential techniques such as point estimates and confidence intervals to infer population parameters. In doing so, students will learn the logic and limitations of hypothesis testing and be able to analyze data drawn from experimental and non-experimental research designs, such as one-sample and two-sample designs, to test various hypotheses. Students will also gain experience working with statistical analysis packages such as SPSS, Jamovi, and Excel as they apply these techniques to actual data. The emphasis in this course will be on practicing and applying quantitative analysis skills to test research ideas and write up quantitative findings for the larger research and practice communities.

### Credit Hours

**Min:**
3

## LEAD608 - Qualitative Research Methods

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
608

**Course Description**
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.

### Credit Hours

**Min:**
3

## LEAD609 - Evaluation: Theory and Practice

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
609

**Course Description**
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. Prerequisites: LEAD 607 and LEAD 608.

### Credit Hours
**Min:**
3

## LEAD610 - Dissertation Seminar

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
610

**Course Description**
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.

### Credit Hours
**Min:**
3

## LEAD611 - Leadership Theories

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
611

**Course Description**
This course presents a comprehensive survey of leadership theories as one of the foundations of the doctoral program. Students will acquire the essential theoretical foundations of the field of leadership by examining the history of leadership thought, the current approaches, and the emerging trends in the field. The strengths, weaknesses, methodological elements and contributions of the various theories will be closely analyzed to prepare students for their continued research and practice throughout the program. The course relies on a cross and multi-disciplinary approach, and culture and ethics as study lenses.

### Credit Hours
**Min:**
3

## LEAD612 - Advanced Qualitative Research Methods

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
612

**Course Description**
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 datagenerated from their research to produce a number ofdifferent products. Prerequisite: LEAD 608.

### Credit Hours
**Min:**
3

## LEAD613 - Advanced Quantitative Research Methods

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
613

**Course Description**
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: LEAD 607.

### Credit Hours
**Min:**
3

## LEAD614 - Special Topics in Advanced Research Methods

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
614

**Course Description**
This course presents a variety of advanced quantitative and qualitative research methods special topics such as Mixed Methods, Advanced Multivariate Analysis, and Grounded Theory. It designed to prepare students to use a variety of research methods in their research by providing practical experience with the methods. Course meetings will consist of full-group sessions, small group/team sessions, and individual sessions with the instructor. Students taking this course should have successfully completed both basic doctoral-level quantitative and qualitative research methods courses and either an advanced quantitative or qualitative research course. Any students not meeting these prerequisite will need to receive the special approval of the instructor before formally enrolling in this course.

### Credit Hours
**Min:**
3

## LEAD615 - Action Research Methods II

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
615

**Course Description**
In this course, students read about, directly engage in, and write three papers using 1st-, 2nd-, and 3rd-person action research methods. For example, students research and write an autobiography in which they examine their life to date in terms of developmental theory as well as the next developmental actions they may wish to take (1st-person research). Each student will also analyze voice recordings of parts of different class sessions and write a paper to be shared with the rest of the class about the group's issues in evolving toward a "community of inquiry" (2nd-person research). And each student will write a final paper on an

action research topic of their own choosing in journal article format (3rd-person research, at best illustrating how 1st-, 2nd-, and 3rd-person research interweave and contributing to the student's qualifying paper or dissertation).

### Credit Hours

**Min:**
3

## LEAD616 - Survey Research Methods

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
616

**Course Description**
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.

### Credit Hours

**Min:**
3

## LEAD617 - Mixed Methods Research Designs

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
617

**Course Description**
Over the past decade, debates between qualitative and quantitative research have subsided, and there has been a growing interest in mixed methods research designs. This course explores rationales for mixing methods, critiques of mixed methods research, and a range of design and methodological options for those who do mixed methods studies.

### Credit Hours

**Min:**
3

## LEAD619 - Applied Leadership Practices: Integral Self and Systems Approach

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
619

**Course Description**
This course offers a survey of classical, prevailing and emerging theories of human and organizational development. Students will be engaged in an integral self and systems approach to leadership. Particular emphasis will be placed on the development of the "self-as-instrument" while attending to the complex dynamics that are present in the contemporary organizational context The course blends an emphasis on mastery of conceptual frameworks with an experiential "theory-in-practice" orientation to learning. As such, students are offered an opportunity to bring an applied leadership perspective to their rigorous scholarly exploration of different dimensions of development commonly researched and encountered in the human and organizational condition.

### Credit Hours

**Min:**
3

## LEAD620 - The Law and Politics of Educational Policy Development

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
620

**Course Description**
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.

### Credit Hours

**Min:**
3

## LEAD621 - Sociology of Education and Educational Leadership Seminar

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
621

**Course Description**
This course takes as its point of departure the idea that educational outcomes are socially constructed. Using a sociological lens, structural, cultural and agentive explanations for the racialized, class-based and gendered school experiences of US and international students will be examined. Moving from the macro to the micro level, students will examine schools as organizations embedded in broader socio-cultural and historical context.

### Credit Hours

**Min:**
3

## LEAD622 - Learning Design and Technology

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
622

**Course Description**
The goal of this course is to develop essential content and research expertise needed to exercise effective leadership in learning design and technology. The course examines key issues in learning design and the role of technology as a tool for effective educational practice. Students will be introduced to diverse theoretical and methodological frameworks to study learning design and technology, while investigating key contemporary issues in the field such as adaptive learning system, immersive learningenvironment, gamification,

autonomous learning environment, learning analytics, global social media, coding literacy and digital equity. Students will study innovative learning design implementations with technology by encompassing the cognitive, affectiveand social dimensions of learning, through which meaningful design principles for effective educational solutions and leadership will be derived. Students will also design and pilot-test their own research on learning design and technology, while receiving constructive critiques from their peers and experts in the field.

### Credit Hours

**Min:**
3

## LEAD623I - Educational Reform: Educational Systems in Post Conflict Environments

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
623I

**Course Description**
The main objective of this course is to provide a sociological and historical investigation into the educational reform challenges facing educators, students and policy makers in an international context. As the U. S. continues to struggle with segregated schools and unequal education for many minority and low-income students, much is to be gained by examining how other countries throughout the world are attacking problems of equity.

### Credit Hours

**Min:**
3

### Course Attributes

**Course Attributes**
I

## LEAD624 - Proseminar in Educational Leadership for Doctoral Students I

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
624

**Course Description**
A Leadership Studies doctoral seminar in the advance study of leadership and education for first year students. This seminar will serve as an induction into scholarly reading, writing and thinking, including the completion of multiple projects for the CEI 2.0 grant and other SOLES initiatives. The fall semester addresses basic questions concerning scholarship and its relationship to practice. The spring and summer semesters focus on the variety of the educational research and involves reading a variety of scholarly texts and producing educational research, such as data reports, case studies, and white papers.

### Credit Hours

**Min:**
2

## LEAD630 - The Nonprofit/Philanthropic Studies Research Base

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
630

**Course Description**
The primary purpose of this course is to help each course participant develop a cognitive map of research activity within the Nonprofit/Philanthropic Studies field. Specifically, the course will help participants become familiar with: (a) the topics and issues that scholars within the emerging field have begun to systematically study; (b) the methods they have employed-or have failed to employ-to study different topics and issues; and (c) the knowledge base about nonprofit and philanthropic organizations and their organizational practices that has begun to be created as a result of research focused on the third sector.

### Credit Hours

**Min:**
3

## LEAD631 - Contemporary Issues in the Third Sector

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
631

**Course Description**
The domestic and international nonprofit sector faces persistent challenges around questions of effectiveness, accountability, governance, collaboration, and resource acquisition. Some of these issues raise fundamental questions about the legitimacyand future relevance of the nonprofit/NGO model as a form of political and social action. What can current academic research contribute to understanding some of the most persistent challenges faced by the sector? This course will review contemporary research evaluating nonprofit and NGO practices while also assessing the methodological and theoretical strengths and weaknesses of current scholarship focused on the sector.

### Credit Hours

**Min:**
3

## LEAD640 - Issues in Higher Ed Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
640

**Course Description**
This course examines contemporary issues facing leaders in the field of higher education, which includes but is not limited to autonomy and accountability, academic freedom, federal and state funding, curriculum reform, and economic imperatives. These issues will be examined from multiple perspectives, including internal and external constituencies. Key stakeholders will be identified and their interests will be analyzed to understand the complexity of decision making within a higher education leadership context.

### Credit Hours

**Min:**
3

## LEAD650 - Leadership in Organizational Contexts

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
650

**Course Description**
A review of classical and contemporary theories related to the context of leadership, including organizational systems and processes, organizational design, organizational change, decision making, gender and bias, and the process of negotiation. We all know that leadership is not just about the leader – the context is essential. This course focuses on the organizational context at the broadest level and how the leader navigates challenges related to organizational structure, politics, change, team dynamics, conflict management, and decision making by reviewing classic and contemporary theory and research on organization theory. This course provides a very broad coverage of organizational theory material that any student of organizations, regardless of the sector, should know with a focus on leading for social justice and within an international context.

### Credit Hours

**Min:**
3

## LEAD651 - Organizational Behavior

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
651

**Course Description**
A review of classical and contemporary theories related to human behavior in organizations including individual differences, perception, learning, motivation, culture, group dynamics, and personal effectiveness. This course focuses at the “people” side of organizations that leaders must understand and address in making organizations effective. This course provides a very broad coverage of Organizational behavior material that any student of organizations, regardless of the sector, should know. Many of the readings are classics to assure that you have the necessary background to: 1. frame issues and research questions related to how people function in organizations, and 2. teach OB concepts at the undergraduate and masters levels.

### Credit Hours

**Min:**
3

## LEAD652I - Global Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
652I

**Course Description**
This course is designed to provide students with a solid understanding of the major challenges of the 21st century and how to connect the concepts of leadership from a local and organizational level to the global sphere and vice versa. Throughout the course, there will be an emphasis on global issues such as environmental degradation, development, intercultural dialogue, and international businesses. The course relies on a cross and interdisciplinary approach where students will explore leadership through a global lens and expand their capabilities for identifying the phenomenon of leadership at global levels, framing problems, applying emergent leadership models and initiatives, and designing solutions.

### Credit Hours

**Min:**
3

## LEAD654 - Negotiation and Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
654

**Course Description**
Negotiation is an essential skill for all leaders. As we work to solve "wicked problems" across disciplines, leaders will need to manage conflict, bridge cultural differences, and manage their own emotions and biases as they lead change efforts. This leadership course will explore the science and art of negotiation, with an emphasis on interculturality and interest-based negotiation techniques, through case studies, simulations, lectures, and class discussions.

### Credit Hours

**Min:**
3

## LEAD660 - Ethics and Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
660

**Course Description**
This is an applied ethics course that focuses on moral decision making by leaders and followers as they attempt to live with integrity as responsible individuals, members of society and citizens of the world. It provides students with a foundation in selected ethical theories, skills and tools for moral development using case studies, reflection and extensive discourse about leadership and ethics.

### Credit Hours

**Min:**
3

## LEAD661 - Decision-Making Under Conditions of Uncertainty

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
661

**Course Description**
This course allows students to explore different models of decisionmakingin complex public and private organizations. Drawingon such analytical techniques as present discounted value, game theory, and costbenefit analysis, this course applies lessons from cognitive psychology, political science, traditional economics, behavioral economics, as well as other social scientific areas to domestic and international policymaking processes. In addition to extensive case studies, this course also uses policysimulations to help students understand how to use both theory and analytics to solve contemporary problems.

### Credit Hours

**Min:**
3

## LEAD662 - Adult Development

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
662

**Course Description**
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.

### Credit Hours

**Min:**
3

## LEAD663 - Literature Review

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
663

**Course Description**
Students focus on the expansion of the scholarly writing repertoire while beginning the exploration of literature in their specialization areas. 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.

### Credit Hours

**Min:**
3

## LEAD670A - Self, Groups and Systems: Systems Thinking and Organizational Dynamics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
670A

**Course Description**
This course is the first of a three-course sequence which introduces systems theory and its application to organizational contexts. Students will learn to analyze and understand complex systems, identify feedback loops, leverage system leverage points, and promote system-level change.

### Credit Hours

**Min:**
1

## LEAD670B - Self, Groups and Systems: Systems Thinking and Organizational Dynamics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
670B

**Course Description**
This course is the second of a three-course sequence which introduces systems theory and its application to organizational contexts. Students will learn to analyze and understand complex systems, identify feedback loops, leverage system leverage points, and promote system-level change.

### Credit Hours

**Min:**
1

## LEAD670C - Self, Groups and Systems: Systems Thinking and Organizational Dynamics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
670C

**Course Description**
This course is the third of a three-course sequence which introduces systems theory and its application to organizational contexts. Students will learn to analyze and understand complex systems, identify feedback loops, leverage system leverage points, and promote system-level change.

### Credit Hours

**Min:**
1

## LEAD671A - Foundations of Organizational Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
671A

**Course Description**
This course is the first of a three-course sequence which establishes a solid foundation in theories and models of leadership, exploring various leadership styles, ethical considerations, and the impact of leadership on organizational success and social change.

### Credit Hours

**Min:**
1

## LEAD671B - Foundations of Organizational Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
671B

**Course Description**
This course is the second of a three-course sequence which establishes a solid foundation in theories and models of leadership, exploring various leadership styles, ethical considerations, and the impact of leadership on organizational success and social change.

### Credit Hours

**Min:**
1

## LEAD671C - Foundations of Organizational Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
671C

**Course Description**
This course is the third of a three-course sequence which establishes a solid foundation in theories and models of leadership, exploring various leadership styles, ethical considerations, and the impact of leadership on organizational success and social change.

### Credit Hours

**Min:**
1

## LEAD672A - Critical Thinking and Research Methods I

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
672A

**Course Description**
In the courses "Critical Thinking and Research Methods I & II" students will be equipped with essential skills to foster effective problem identification and research formulation. Emphasizing the significance of critical thinking, the course will guide students through the initial stages of the research process, encouraging them to discern and articulate the specific research issue or objective they aim to investigate and comprehend the underlying reasons driving their inquiry. By cultivating critical thinking abilities, participants will gain the capacity to identify and understand their organizational needs better. This coursework unfolds over six sequentional modules (LEAD 672a, 672b, 672c, 678a, 678b, 678c).

### Credit Hours

**Min:**
1

## LEAD672B - Critical Thinking and Research Methods I

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
672B

**Course Description**
In the courses "Critical Thinking and Research Methods I & II" students will be equipped with essential skills to foster effective problem identification and research formulation. Emphasizing the significance of critical thinking, the course will guide students through the initial stages of the research process, encouraging them to discern and articulate the specific research issue or objective they aim to investigate and comprehend the underlying reasons driving their inquiry. By cultivating critical thinking abilities, participants will gain the capacity to identify and understand their organizational needs better. This coursework unfolds over six sequential modules (LEAD 672A, 672B, 672C, 678A, 678B, 678C).

### Credit Hours

**Min:**
1

## LEAD672C - Critical Thinking and Research Methods I

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
672C

**Course Description**
In the courses "Critical Thinking and Research Methods I & II" students will be equipped with essential skills to foster effective problem identification and research formulation. Emphasizing the significance of critical thinking, the course will guide students through the initial stages of the research process, encouraging them to discern and articulate the specific research issue or objective they aim to investigate and comprehend the underlying reasons driving their inquiry. By cultivating critical thinking abilities, participants will gain the capacity to identify and understand their organizational needs better. This coursework unfolds over six sequential modules (LEAD 672A, 672B, 672C, 678A, 678B, 678C).

### Credit Hours

**Min:**
1

## LEAD673 - Human Relations for Leaders

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
673

**Course Description**
This course utilizes an active learning model that encourages participants to: to study and analyze the dynamic forces that influence the life of groups and organizations; to consider aspects of our personal and organizational lives that are not normally within our awareness; and to examine how these beneath-the-surface assumptions, frameworks, defense mechanisms, and habits (especially those related to authority) have an active influence on how we lead.

### Credit Hours

**Min:**
3

## LEAD674A - Organizational Assessment and Performance Improvement

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
674A

**Course Description**
This course is the first of a three-course sequence which provides students with the knowledge and tools to assess organizational performance and implement improvement strategies. Students learn to analyze organizational systems, identify performance gaps, develop performance metrics, and implement evidence-based interventions to enhance organizational effectiveness.

### Credit Hours

**Min:**
1

## LEAD674B - Organizational Assessment and Performance Improvement

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
674B

**Course Description**
This course is the second of a three-course sequence which provides students with the knowledge and tools to assess organizational performance and implement improvement strategies. Students learn to analyze organizational systems, identify performance gaps, develop performance metrics, and implement evidence-based interventions to enhance organizational effectiveness.

### Credit Hours

**Min:**
1

## LEAD674C - Organizational Assessment and Performance Improvement

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
674C

**Course Description**
This course is the third of a three-course sequence which provides students with the knowledge and tools to assess organizational performance and implement improvement strategies. Students learn to analyze organizational systems, identify performance gaps, develop performance metrics, and implement evidence-based interventions to enhance organizational effectiveness.

### Credit Hours

**Min:**
1

## LEAD675A - Leading Change in Complex Organizations

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
675A

**Course Description**
This course is the first of a three-course sequence which is designed to equip students with the knowledge and skills necessary to effectively lead and manage change in today's increasingly complex and dynamic organizational environments. As organizations face rapid technological advancements, globalization, and evolving societal expectations, the ability to navigate and drive successful change has become a critical leadership competency.

### Credit Hours

**Min:**
1

## LEAD675B - Leading Change in Complex Organizations

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
675B

**Course Description**
This course is the second of a three-course sequence which is designed to equip students with the knowledge and skills necessary to effectively lead and manage change in today's increasingly complex and dynamic organizational environments. As organizations face rapid technological advancements, globalization, and evolving societal expectations, the ability to navigate and drive successful change has become a critical leadership competency.

### Credit Hours

**Min:**
1

## LEAD675C - Leading Change in Complex Organizations

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
675C

**Course Description**
This course is the third of a three-course sequence which is designed to equip students with the knowledge and skills necessary to effectively lead and manage change in today's increasingly complex and dynamic organizational environments. As organizations face rapid technological advancements, globalization, and evolving societal expectations, the ability to navigate and drive successful change has become a critical leadership competency.

### Credit Hours

**Min:**
1

## LEAD676A - Sustainable Organizational Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
676A

**Course Description**
This course is the first of a three-course sequence which explores the principles and practices of sustainable organizations, including environmental stewardship, social responsibility, and economic viability. Students will learn to integrate sustainability into organizational strategies, operations, and decision-making processes.

### Credit Hours

**Min:**
1

## LEAD676B - Sustainable Organizational Leadership

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
676B

**Course Description**
This course is the second of a three-course sequence which explores the principles and practices of sustainable organizations, including environmental stewardship, social responsibility, and economic viability. Students will learn to integrate sustainability into organizational strategies, operations, and decision-making processes.

### Credit Hours
**Min:**
1

## LEAD676C - Sustainable Organizational Leadership

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
676C

**Course Description**
This course is the third of a three-course sequence which explores the principles and practices of sustainable organizations, including environmental stewardship, social responsibility, and economic viability. Students will learn to integrate sustainability into organizational strategies, operations, and decision-making processes.

### Credit Hours
**Min:**
1

## LEAD677A - Organizational Consulting

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
677A

**Course Description**
This course is the first of a three-course sequence which provides students with the knowledge, skills, and practical tools required to become effective organizational consultants. The course explores the theory and practice of consulting, focusing on the application of consulting principles and methodologies to address organizational challenges and drive positive change.

### Credit Hours
**Min:**
1

## LEAD677B - Organizational Consulting

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
677B

**Course Description**
This course is the second of a three-course sequence which provides students with the knowledge, skills, and practical tools required to become effective organizational consultants. The course explores the theory and practice of consulting, focusing on the application of consulting principles and methodologies to address organizational challenges and drive positive change.

### Credit Hours
**Min:**
1

## LEAD677C - Organizational Consulting

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
677C

**Course Description**
This course is the third of a three-course sequence which provides students with the knowledge, skills, and practical tools required to become effective organizational consultants. The course explores the theory and practice of consulting, focusing on the application of consulting principles and methodologies to address organizational challenges and drive positive change.

### Credit Hours
**Min:**
1

## LEAD678A - Critical Thinking and Research Methods II

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
678A

**Course Description**
In the courses "Critical Thinking and Research Methods I & II" students will be equipped with essential skills to foster effective problem identification and research formulation. Emphasizing the significance of critical thinking, the course will guide students through the initial stages of the research process, encouraging them to discern and articulate the specific research issue or objective they aim to investigate and comprehend the underlying reasons driving their inquiry. By cultivating critical thinking abilities, participants will gain the capacity to identify and understand their organizational needs better. This coursework unfolds over six sequential modules (LEAD 672A, 672B, 672C, 678A, 678B, 678C).

### Credit Hours
**Min:**
1

## LEAD678B - Critical Thinking and Research Methods II

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
678B

**Course Description**
In the courses "Critical Thinking and Research Methods I & II" students will be equipped with essential skills to foster effective problem identification and research formulation. Emphasizing the significance of critical thinking, the course will guide students through the initial stages of the research process, encouraging them to discern and articulate the specific research issue or objective they aim to investigate and comprehend the underlying reasons driving their inquiry. By cultivating critical thinking abilities, participants will gain the capacity to identify and understand their organizational needs better. This coursework unfolds over six sequential modules (LEAD 672A, 672B, 672C, 678A, 678B, 678C).

### Credit Hours
**Min:**
1

## LEAD678C - Critical Thinking and Research Methods II

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
678C

**Course Description**
In the courses "Critical Thinking and Research Methods I & II" students will be equipped with essential skills to foster effective problem identification and research formulation. Emphasizing the significance of critical thinking, the course will guide students through the initial stages of the research process, encouraging them to discern and articulate the specific research issue or objective they aim to investigate and comprehend the underlying reasons driving their inquiry. By cultivating critical thinking abilities, participants will gain the capacity to identify and understand their organizational needs better. This coursework unfolds over six sequential modules (LEAD 672A, 672B, 672C, 678A, 678B, 678C).

### Credit Hours
**Min:**
1

## LEAD679 - Experimental Topics

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
679

**Course Description**
This course number is used by SOLES for experimental topics courses. The title and content of each 679 course will vary by topic and program/department. If more than one 679 course is offered during a single semester, section numbers will allow for identification of the course.

### Credit Hours
**Min:**
1

**Max:**
3

**Number Of Repeats:**
95

## LEAD680 - Diversity, Equity, and Inclusion Leadership

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
680

**Course Description**
This course examines the importance of diversity, equity, inclusion and belonging in organizations. Students will explore strategies for fostering inclusive cultures, addressing unconscious biases, implementing equitable policies and practices, and leveraging diversity as a competitive advantage.

### Credit Hours
**Min:**
3

## LEAD681A - Policy as System Level Change

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
681A

**Course Description**
This course is the first of a three-course sequence which is designed to equip students with the knowledge and skills necessary to understand, develop, and implement policies that drive transformative system-level change. The course examines how policy decisions and frameworks can shape organizational structures, processes, and behaviors, with a focus on promoting inclusivity, sustainability, and social justice. This course delves into the intricacies of policy formulation, analysis, and evaluation, emphasizing the critical role of strategic thinking in shaping policies that address complex challenges faced by organizations and society as a whole. Students will explore the relationship between policy and strategy, understand how policies align with and support organizational goals and broader societal objectives and analyze the strategic decision making process that informs policy design.

### Credit Hours
**Min:**
1

## LEAD681B - Policy as System Level Change

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
681B

**Course Description**
This course is the second of a three-course sequence which is designed to equip students with the knowledge and skills necessary to understand, develop, and implement policies that drive transformative system-level change. The course examines how policy decisions and frameworks can shape organizational structures, processes, and behaviors, with a focus on promoting inclusivity, sustainability, and social justice. This course delves into the intricacies of policy formulation, analysis, and evaluation, emphasizing the critical role of strategic thinking in shaping policies that address complex challenges faced by organizations and society as a whole. Students will explore the relationship between policy and strategy, understand how policies align with and support organizational goals and broader societal objectives and analyze the strategic decision making process that informs policy design.

### Credit Hours
**Min:**
1

## LEAD681C - Policy as System Level Change

### General
**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
681C

**Course Description**
This course is the third of a three-course sequence which is designed to equip students with the knowledge and skills necessary to understand, develop, and implement policies that drive transformative system-level change. The course examines how policy decisions and frameworks can shape organizational structures, processes, and behaviors, with a focus on promoting inclusivity, sustainability, and social justice. This course delves into the intricacies of policy

formulation, analysis, and evaluation, emphasizing the critical role of strategic thinking in shaping policies that address complex challenges faced by organizations and society as a whole. Students will explore the relationship between policy and strategy, understand how policies align with and support organizational goals and broader societal objectives and analyze the strategic decision making process that informs policy design.

### Credit Hours

**Min:**
1

## LEAD682A - People and Structure

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
682A

**Course Description**
This course is the first of a three-course sequence which is a comprehensive exploration of the fundamental principles and best practices that underpin effective human resources management, risk management, agile organizational structures, and leadership strategies for leading high-performing teams. Students will develop a deep understanding of the critical role people and organizational structure play in achieving strategic objectives and driving sustainable success.

### Credit Hours

**Min:**
1

## LEAD682B - People and Structure

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
682B

**Course Description**
This course is the second of a three-course sequence which is a comprehensive exploration of the fundamental principles and best practices that underpin effective human resources management, risk management, agile organizational structures, and leadership strategies for leading high-performing teams. Students will develop a deep understanding of the critical role people and organizational structure play in achieving strategic objectives and driving sustainable success.

### Credit Hours

**Min:**
1

## LEAD682C - People and Structure

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
682C

**Course Description**
This course is the third of a three-course sequence which is a comprehensive exploration of the fundamental principles and best practices that underpin effective human resources management, risk management, agile organizational structures, and leadership strategies for leading high-performing teams. Students will develop a deep understanding of the critical role people and organizational structure play in achieving strategic objectives and driving sustainable success.

### Credit Hours

**Min:**
1

## LEAD691A - Collaborative Learning Module

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
691A

**Course Description**
These modules are an integral component of the doctoral program in Organizational Leadership. They are designed to provide a dynamic and immersive experience, incorporating various elements essential for your academic and professional development. After a program orientation and formation of learning circles, the focus is on knowledge sharing related to organizational leadership and preparation for pro-seminars.

### Credit Hours

**Min:**
1

## LEAD691B - Collaborative Learning Module

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
691B

**Course Description**
These modules are an integral component of the doctoral program in Organizational Leadership. They are designed to provide a dynamic and immersive experience, incorporating various elements essential for your academic and professional development. After a program orientation and formation of learning circles, the focus is on knowledge sharing related to organizational leadership and preparation for pro-seminars.

### Credit Hours

**Min:**
1

## LEAD691C - Collaborative Learning Module

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
691C

**Course Description**
These modules are an integral component of the doctoral program in Organizational Leadership. They are designed to provide a dynamic and immersive experience, incorporating various elements essential for your academic and professional development. After a program orientation and formation of learning circles, the focus is on knowledge sharing related to organizational leadership and preparation for pro-seminars.

### Credit Hours

**Min:**
1

## LEAD692A - Collaborative Learning Module

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
692A

**Course Description**
These modules are an integral component of the doctoral program in Organizational Leadership. They are designed to provide a dynamic and immersive experience, incorporating various elements essential for your academic and professional development. After a program orientation and formation of learning circles, the focus is on knowledge sharing related to organizational leadership and preparation for pro-seminars.

### Credit Hours

**Min:**
1

## LEAD692B - Collaborative Learning Module

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
692B

**Course Description**
These modules are an integral component of the doctoral program in Organizational Leadership. They are designed to provide a dynamic and immersive experience, incorporating various elements essential for your academic and professional development. After a program orientation and formation of learning circles, the focus is on knowledge sharing related to organizational leadership and preparation for pro-seminars.

### Credit Hours

**Min:**
1

## LEAD692C - Collaborative Learning Module

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
692C

**Course Description**
These modules are an integral component of the doctoral program in Organizational Leadership. They are designed to provide a dynamic and immersive experience, incorporating various elements essential for your academic and professional development. After a program orientation and formation of learning circles, the focus is on knowledge sharing related to organizational leadership and preparation for pro-seminars.

### Credit Hours

**Min:**
1

## LEAD693A - Proseminar I

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
693A

**Course Description**
This course is designed to guide doctoral students through the process of developing and writing their Organizational Practice Dissertations. This course centers around the concept of learning circles, fostering a dynamic and supportive environment where students actively engage with each other's research endeavors.

### Credit Hours

**Min:**
1

## LEAD693B - Proseminar I

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
693B

**Course Description**
This course is designed to guide doctoral students through the process of developing and writing their Organizational Practice Dissertations. This course centers around the concept of learning circles, fostering a dynamic and supportive environment where students actively engage with each other's research endeavors.

### Credit Hours

**Min:**
1

## LEAD694 - Proseminar II

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
694

**Course Description**
This course is designed to guide doctoral students through the process of developing and writing their Organizational Practice Dissertations. This course centers around the concept of learning circles, fostering a dynamic and supportive environment where students actively engage with each other's research endeavors.

### Credit Hours

**Min:**
4

## LEAD695 - Dissertation

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
695

**Course Description**
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.

### Credit Hours

**Min:**
1

**Max:**
9

**Number Of Repeats:**
99

## LEAD696 - Proseminar Continuation

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
696

**Course Description**
Students must enroll in this one-credit dissertation continuation course each semester (Spring, Summer and Fall) to receive uninterrupted advising from their dissertation chair and members beyond LEAD693/694, until the semester when their dissertation is approved. LEAD 693/694 are prerequisites to this course. Prerequisites: LEAD 693a, 693b, 694

### Credit Hours

**Min:**
1

**Number Of Repeats:**
99

## LEAD698 - Leadership Inquiry and Action

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
698

**Course Description**
Research or applied learning experience by advanced masters and doctoral students in fields of special interest. Includes project research studies and intensive reading programs, as well as creative undertakings for public scholarship. All students will work under the guidance of an effective leader/work supervisor/subject matter expert, as well as be supervised by a USD faculty member.

### Credit Hours

**Min:**
1

**Max:**
3

## LEAD699 - Independent Study

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
LEAD

**Course Number**
699

**Course Description**
Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signatures of the faculty supervisor, Department Chair and the Associate Dean prior to registering for the course.

### Credit Hours

**Min:**
1

**Max:**
6

## LEPS500 - Contemporary Issues in Law Enforcement and Public Safety

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
LEPS

**Course Number**
500

**Course Description**
This course examines cutting-edge issues facing law enforcement and public safety including: evolving technology, legal standards regarding use of force, officer health and wellness, UAVs, facial recognition, correctional realignment, drug policy changes, bail reform, records disclosure, and more. These issues are changing the landscape of law enforcement faster than ever before; this course will help law enforcement leaders proactively prepare for their agencies to thrive in this dynamic landscape.

### Credit Hours

**Min:**
3

## LEPS510 - Communication Skills for Law Enforcement Leaders

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
LEPS

**Course Number**
510

**Course Description**
From interpersonal communication with colleagues and citizens to formal written reports to working with the media, this course studies all of the different ways law enforcement leaders need to communicate to be successful. The course introduces and develops a series of communication skills essential for someone leading a modern law enforcement department.

### Credit Hours

**Min:**
3

## LEPS520 - Best Practices in Community Engagement

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
LEPS

**Course Number**
520

**Course Description**
This course looks at best practices regarding how individuals in law enforcement engage both broadly with the community and with key stakeholders. This course specifically zeros in on these aspects of communication in the modern climate of increased transparency and collaboration. Building from real case studies, students will complete this course with an understanding of how to appropriately position their agencies in the national dialogue about policing in the contemporary climate, being leaders in a progressing industry, and what it means to be a changemaker in the field of policing.

### Credit Hours

**Min:**
3

## LEPS530 - Public Safety Law in a Dynamic World

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
LEPS

**Course Number**
530

**Course Description**
In an era where evolving technology is outpacing the law, this cutting-edge course helps provide direction and answer questions around the legal complexities of using law enforcement technologies, and other contemporary legal issues. The course looks at right-to-privacy and 4th amendment cases that are guiding legal precedents regarding smartphones, UAVs, BWCs, Brady issues, DNA evidence, cyber crime, terrorism, peace officer records release and transparency legislation. The course features hypothetical scenarios in which students make leadership and mission decisions broaching legal questions where there is no clear correct legal answer.

### Credit Hours

**Min:**
3

## LEPS540 - Organizational Leadership for Law Enforcement

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
LEPS

**Course Number**
540

**Course Description**
How do law enforcement and public safety professionals lead under stress, in environments of change, and in the modern social and political climate? Strong leadership is crucial in law enforcement organizations; from officer safety, to thriving teams, to organizational success or failure, the stakes are high day in and day out. Leadership is a broad and diverse toolkit that can, and should, be understood and applied differently by individuals and organizations. Throughout this course, students will be exposed to practical and application-based examinations of organizational models and leadership theories. Designed to create immediate payoff with real-time and actionable lessons, the course uses a variety of case studies from law enforcement, corporate America and the military to present a holistic look at leadership, ethics, and best practices in modern law enforcement and public safety organizations.

### Credit Hours

**Min:**
3

## LEPS550 - Data Fluency and Analysis for Law Enforcement Leaders

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
LEPS

**Course Number**
550

**Course Description**
In today's law enforcement and public safety field, leaders need to be able to justify resource allocation decisions, present data-driven initiatives, and demonstrate success and failure with sound data and evidence. This course nurtures a contemporary and critical understanding of the importance of crime data and related evidence to maximizing both ethics and efficacy within agencies. Honing in on intelligence-led, evidence-based, data-driven policing, students will learn how to effectively present accurate, detailed crime data and related evidence for key stakeholders.

### Credit Hours

**Min:**
3

## LEPS560 - Effective Leadership in Modern Public Safety: Theory, Concepts, & Application

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
LEPS

**Course Number**
560

**Course Description**
This course examines best practices for effective and impactful leadership in the dynamic, contemporary world of public safety. Relevant leadership theories will be coupled with real-world case studies from law enforcement, the military, academia, and the private sector to present a well-rounded analysis of the dynamic concept of leadership. The course emphasizes self-reflection, tangible strategies, and practical skill building to nurture immediately applicable leadership proficiencies that will support today's law enforcement and public safety personnel to thrive in a dynamic and demanding environment.

### Credit Hours

**Min:**
3

## LEPS570 - Public Policy Innovation

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
LEPS

**Course Number**
570

**Course Description**
How do agencies carry out reliable public policy research? Which resources do they invest in and why? Are the programs in place working? How can any given law enforcement leader be an effective, critical consumer of research, evidence, and best practices? This course looks at how to make good policy decisions, how to involve key stakeholders, and how to create and communicate policy. Nurturing practical research skills for law enforcement leaders, students will complete a project in which they are placed in groups to collectively write an MOU for a gang or human trafficking multiagency task force. Working each week to contribute to the document, they produce a real MOU by the end of the course; something typically high ranking individuals and/or those in specialized assignments have the opportunity to do.

### Credit Hours

**Min:**
3

## LEPS580 - Law Enforcement Management and Conflict Resolution

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
LEPS

**Course Number**
580

**Course Description**
A deep and applicable understanding of emotional intelligence, human resources, and essential skills for managing workplace conflict is key to leading successfully. In this course, students will develop skills that are essential to effective dispute resolution. These skills will be introduced, developed, and applied to conflicts between individuals, within small groups, and throughout organizations. At its

core, this is an ethics-centric leadership and management course that addresses the unique dynamics of criminal justice agencies. Navigating contentious issues and developing and executing effective, positive resolutions requires an approach that emphasizes human dignity and both personal and professional integrity throughout the process.

### Credit Hours

**Min:**
3

## LEPS590 - Budget & Finance for Law Enforcement Leaders

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
LEPS

**Course Number**
590

**Course Description**
Would you know how to create and present a budget if asked to do so? Budget and finance is an area in which many new to a command staff position feel they need additional training. And with the increased emphasis on evidence-driven rationales for budgetary decisions, all law enforcement leaders need to have a robust understanding of budgeting, contract negotiation, finance, and staffing/resource allocation. This course will expose students to different types of budget models and how they function in a public safety environment. Key learning concepts include performance-based, line-item and zero-based budget models, along with best practices for finding, writing and securing grants that are often key to organizational goals.

### Credit Hours

**Min:**
3

## LEPS594 - Special Topics in Law Enforcement & Public Safety Leadership

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
LEPS

**Course Number**
594

**Course Description**
A special topics course in areas within law enforcement and public safety leadership.

### Credit Hours

**Min:**
1

**Max:**
6

## LEPS599 - Integrative Capstone

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
LEPS

**Course Number**
599

**Course Description**
In the final course of the program sequence, students create an online portfolio to showcase what they've learned throughout the program. In what could be described as a 'resume on steroids', this portfolio contains a compilation of exemplary projects, term papers, presentations, and skill-based exercises that were completed throughout the program. The creation of the capstone project requires students to identify and critically reflect on the major program themes and what they've learned in the program. The reflection and the portfolio itself are both invaluable assets for career advancement. Prerequisites: LEPS 500, LEPS 510, LEPS 520, LEPS 530, LEPS 540, LEPS 550, LEPS 560, LEPS 570, LEPS 580, and LEPS 590.

### Credit Hours

**Min:**
1

## MACC501 - Ethics for Accounting Professionals

### General

**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
501

**Course Description**
This course is designed to enhance the ethical reasoning skills of accounting professionals, and to offer opportunities to apply these skills to real-world ethical challenges in the field. Through the examination of current ethical issues, case studies, class presentations, and written assignments, students will develop the ability to identify, analyze, and resolve ethical dilemmas commonly encountered in accounting practice. The course also covers fraud examination techniques, emphasizing the systematic principles and methodologies used in fraud detection and deterrence, integrating quantitative analysis and strategic decision-making to prevent and address fraudulent activities in organizations. Prerequisite: Admission to the MACC OR MTAX programs or either of the BACC/MACC or BACC/MTAX combined programs.

### Credit Hours

**Min:**
3

## MACC502 - Leadership in an Accounting Team Environment

### General

**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
502

**Course Description**
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 MACC or MTAX programs or either of the BACC/MACC or BACC/MTAX combined programs.

### Credit Hours

**Min:**
3

## MACC503 - Negotiations: Strategy, Practice and Ethics

### General

**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
503

**Course Description**
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 MACC or MTAX programs or either of the BACC/MACC or BACC/MTAX combined programs.

### Credit Hours
**Min:**
3

## MACC510 - Applied Corporate Finance

### General
**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
510

### Credit Hours
**Min:**
3

## MACC520 - Fundamentals of Personal Financial Planning

### General
**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
520

**Course Description**
This course provides an in-depth exploration of financial planning, emphasizing optimization, quantitative analysis, and strategic resource allocation. Students will examine the sequencing and structuring of the financial planning processes, focusing on data-driven decision-making, risk assessment, and scenario analysis. Additional focus areas include the role of effective communication in financial management, the impact of macroeconomic changes on financial strategies, and the application of financial planning principles to improve organizational and individual financial outcomes. This course provides students with the tools to analyze complex financial situations, make informed decisions, and develop sustainable financial strategies in dynamic environments. Prerequisites: ACCT 300 and FINA 300.

### Credit Hours
**Min:**
3

## MACC521 - Insurance Planning

### General
**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
521

### Credit Hours
**Min:**
3

## MACC522 - Investment Planning and Risk Management

### General
**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
522

**Course Description**
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. May not receive credit for this course and GSBA 521. Prerequisites: ACCT 300 and FINA 300.

### Credit Hours
**Min:**
3

## MACC523 - Retirement Planning

### General
**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
523

**Course Description**
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.

### Credit Hours
**Min:**
3

## MACC525 - Financial Statement Analysis for Accountants

### General
**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
525

**Course Description**
This course focuses on the intricate financial reporting systems used by business entities. It equips students with the analytical skills necessary to interpret complex financial disclosures and become proficient users of financial information. Emphasizing practical applications, the course integrates quantitative tools and decision-making techniques to assess financial health and inform strategic business decisions. Students will develop the skills to critically evaluate financial statements and provide actionable insights for enhancing organizational value, including assessing earnings quality and understanding the impact of financial

reporting choices. Key topics include strategic ratio analysis, cash flow analysis, free cash flow estimation, working capital management, creditworthiness assessment, value creation through ROE and ROA disaggregation, and adjusting financial metrics for analysis. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.) Prerequisites: ACCT 300 and FINA 300.

### Credit Hours

**Min:**
3

## MACC530 - International Financial Analysis and Reporting

### General

**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
530

**Course Description**
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. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.) Prerequisites: ACCT 300.

### Credit Hours

**Min:**
3

## MACC531 - Applied Research for Financial Accountants and Auditors

### General

**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
531

**Course Description**
This course is designed to develop applied research skills critical for financial accountants and auditors, emphasizing systematic approaches to gathering, analyzing, and applying professional guidance. Students will apply research methodologies to learn how to effectively access and interpret relevant accounting standards, regulations, and other authoritative resources. The course integrates case-based learning, where students conduct in-depth analyses and draw on real-world scenarios to solve complex accounting issues. Emphasis is placed on developing both written and oral communication skills, as students present their findings in professional reports and presentations. A key component of the course involves researching and evaluating ethical issues in accounting, applying analytical techniques to ethical dilemmas, and integrating these critical skills into professional decision-making. (Note, Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.) Prerequisite: ACCT 300

### Credit Hours

**Min:**
3

## MACC532 - Fraud Examination and Forensic Accounting

### General

**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
532

**Course Description**
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, 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.

### Credit Hours

**Min:**
3

## MACC533 - Accounting Analytics

### General

**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
533

**Course Description**
Gain hands on accounting analytics experience working with (1) Excel, Access, and ACL to analyze transaction data and perform 100% population testing test of internal controls, (2) Tableau to analyze transaction data to gain an understanding of the client and to perform a fraud risk assessment, and (3) Python to load and transform data and develop a revenue prediction model that can be used in analytical procedures. Prerequisites: ACCT 303.

### Credit Hours

**Min:**
3

## MACC535 - Not-for-Profit Accounting

### General

**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
535

**Course Description**
This course provides a comprehensive overview of nonprofit accounting principles, with an emphasis on applying systematic evaluation methods to understand and evaluate the financial operations of nonprofit organizations. Students will explore the various types of nonprofits, with a focus on how their funding models influence financial systems, reporting requirements, and performance analysis. The course covers the key financial statements unique to nonprofit organizations and the specialized accounting rules that govern them. Students develop skills to analyze the financial health of a nonprofit organization using financial data and use systematic evaluation techniques to assess financial stability and sustainability. The course also includes instruction in navigating the Form 990 and other compliance documentation, as well as understanding internal financial controls and the role of management in ensuring accountability and transparency within nonprofit operations. Prerequisites: ACCT 300

### Credit Hours

**Min:**
3

## MACC540 - Controllership and Strategic Cost Management

### General

**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
540

**Course Description**
This course examines contemporary topics in controllership and strategic cost management, emphasizing data-driven decision-making and performance measurement. Key topics include all aspects of management control systems, such as their design and cost as well as the evaluation of such systems. Strategic planning and budgeting including the balanced scorecard and the impact of incentive systems are also addressed. The focus is on how these tools can optimize organizational efficiency and effectiveness. Students will engage in case studies, presentations, and discussions to apply theoretical concepts to real-world scenarios, fostering practical problem-solving skills. The course also addresses the development of core ethical principles and values necessary for corporate controllers to effectively manage financial operations, ensure accountability, and align financial strategies with organizational objectives. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.) Prerequisites: ACCT 302.

**Credit Hours**
**Min:**
3

## MACC545 - Forensic Accounting

### General

**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
545

**Course Description**
This course is designed to introduce students to financial forensics in accounting. The class teaches students the nuances of the interrelationship of financial issues and legal claims and provides an opportunity for students to apply forensic consulting practice management techniques in the classroom setting. Topics can include business damage calculations and analyses, personal economic losses, community property financial issues, and financial expert witness testimony. Prerequisite: ACCT 300.

**Credit Hours**
**Min:**
3

## MACC545 - Forensic Accounting

### General

**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
545

**Course Description**
This course is designed to introduce students to financial forensics in accounting. The class teaches students the nuances of the interrelationship of financial issues and legal claims and provides an opportunity for students to apply forensic consulting practice management techniques in the classroom setting. Topics can include business damage calculations and analyses, personal economic losses, community property financial issues, and financial expert witness testimony. Prerequisite: ACCT 300.

**Credit Hours**
**Min:**
3

## MACC550 - Database Applications for Financial Professionals

### General

**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
550

**Credit Hours**
**Min:**
3

## MACC551 - Accountancy Sofeware Selection and Implementation

### General

**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
551

**Course Description**
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. Prerequisite: ACCT 303.

**Credit Hours**
**Min:**
3

## MACC552 - Security and Control in an ERP Environment

### General

**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
552

**Credit Hours**
**Min:**
3

## MACC555 - Advanced Accounting Information Systems

### General

**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
555

**Course Description**
This course is designed to examine details of information requirements and transaction processing procedures relevant to integrated accounting systems. This course emphasizes accounting system design, analysis, and related internal controls.

### Credit Hours
**Min:**
3

## MACC560 - Tax Research

### General
**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
560

**Course Description**
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. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.) Prerequisites: ACCT 306.

### Credit Hours
**Min:**
3

## MACC561 - Partnership Taxation

### General
**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
561

**Course Description**
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 angle terminology, (2) know how and where to research on-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. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.) Prerequisites: ACCT 407 or concurrently.

### Credit Hours
**Min:**
3

## MACC562 - Estate and Gift Taxation and Planning

### General
**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
562

**Course Description**
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. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.) Prerequisites: ACCT 306.

### Credit Hours
**Min:**
3

## MACC563 - State and Local Taxation

### General
**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
563

**Course Description**
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.

### Credit Hours
**Min:**
3

## MACC564 - Advanced Corporate Taxation

### General
**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
564

**Course Description**
This course uses case studies to review corporate formations, corporate operations, corporate distributions, and S corporations. Following this review, the course examines advanced topics, including consolidated tax returns, corporate reorganizations, net operating loss limitations, and financial statement tax provisions. Students will learn the supporting law for these topics as well as practical applications similar to situations encountered within public and private corporations and within public accounting firms tax departments. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.) Prerequisites: ACCT 407 or concurrently.

### Credit Hours
**Min:**
3

## MACC565 - Taxation Policies and Procedures

### General
**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
565

**Course Description**
The world of tax procedure touches on nearly every financial and business transaction that a CPA or an accountant would encounter. Most taxpayers will instinctively turn to their accountant or CPA whenever issues about procedure arise for an explanation and for guidance. As such it is critical for CPAs and accountants to understand not only the substantive tax law also but how a typical tax dispute is resolved through federal tax procedure. This course will help CPA's and accountants navigate just that, as this course covers the procedural aspects of dealings between taxpayers and the Internal Revenue Service, the IRS Office of Professional Responsibility, the IRS Chief Counsel's Office and the Department of Justice Tax Division. CPAs and accountants in general must have comprehensive knowledge of federal tax procedure in order to competently guide their clients in this respective field. Prerequisites: ACCT 306.

### Credit Hours
**Min:**
3

## MACC580 - International Accounting Experience

### General
**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
580

**Course Description**
This course provides an in-depth exploration of international accounting practices, focusing on the systematic analysis and interpretation of financial information from multinational corporations. Topics can include the differences in financial reporting standards such as IFRS, the complexities of foreign currency translation, and the challenges associated with managing financial data across diverse regulatory environments. Students analyze and compare financial statements from global companies, with a focus on quantitative analysis, risk assessment, and the impact of international operations on financial performance. The course includes interactions with industry professionals, site visits to multinational organizations, and discussions of relevant business cases to bridge theory with practical, real-world application. International travel is required for this class. Prerequisite: ACCT 300.

### Credit Hours
**Min:**
3

## MACC581 - International Accounting Business Environments

### General
**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
581

**Course Description**
The study of international business environments is crucial for emerging business professionals. The primary goal of the course is to immerse students in these environments, while in the classroom and abroad. This course provides an opportunity to learn about the challenges and opportunities of operating in multiple jurisdictions worldwide, with an emphasis on international taxation. Students will engage with professionals, visit major multinational companies, and discuss business cases. This course also studies business operations of multinational corporations, including transfer pricing. MACC 580 and MACC 581 must be taken concurrently.

### Credit Hours
**Min:**
3

## MACC585 - Accounting and Public Policy

### General
**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
585

**Course Description**
This course explores the intersection of accounting, finance, economics, and public policy in the United States, emphasizing the role of public policy in shaping business operations and financial decision-making. Students examine the processes behind government regulations and oversight, with a focus on how these policies impact financial practices, corporate governance, and economic strategies. Students analyze how evolving regulatory frameworks, professional conduct standards, and public scrutiny influence business strategies and organizational performance. The course also provides insights into how public policy decisions affect the strategic and operational decisions of business professionals. Case studies, discussions, and real-world examples will be used to connect theory with practical applications in the business environment. Domestic travel is required for this class. Prerequisite: ACCT 300, with a minimum grade of C.

### Credit Hours
**Min:**
3

## MACC592 - Tax Consulting Simulation

### General
**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
592

**Course Description**
Course focuses on understanding tax consulting fundamentals, ability to research tax questions, ability to develop tax planning alternatives using business cases, and ability to communicate tax strategies to clients orally and in writing. The course concludes with participation in a large, CPA firm sponsored tax competition. Instructor's permission required to enroll in this class. Prerequisite: ACCT 300

### Credit Hours
**Min:**
3

## MACC592 - Tax Consulting Simulation

### General
**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
592

**Course Description**
Course focuses on understanding tax consulting fundamentals, ability to research tax questions, ability to develop tax planning alternatives using business cases, and ability to communicate tax strategies to clients orally and in writing. The course concludes with participation in a large, CPA firm sponsored tax competition. Instructor's permission required to enroll in this class. Prerequisite: ACCT 300

### Credit Hours
**Min:**
3

## MACC594 - Special Topics

### General

**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
594

**Course Description**
Topics of current interest in graduate accountancy study. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. Prerequisite: Will vary depending on topic selected.

**Credit Hours**

**Min:**
1

**Max:**
6

**Number Of Repeats:**
95

## MACC598 - Professional Accountancy Internship

### General

**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
598

**Course Description**
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 and MACC/MTAX Academic Director. May only be taken once for three units toward degree requirements.

**Credit Hours**

**Min:**
3

## MACC599 - Independent Study

### General

**College/School**
School of Business

**Course Subject Code**
MACC

**Course Number**
599

**Course Description**
Special or independent study usually involving empirical research and written reports. Prerequisites: Permission of instructor and the academic director.

**Credit Hours**

**Min:**
1

**Max:**
3

**Number Of Repeats:**
50

## MAFM501 - Communications and Ethics for Financial Professionals

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
501

**Credit Hours**

**Min:**
3

## MAFM502 - Leadership in a Financial Team Environment

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
502

**Credit Hours**

**Min:**
3

## MAFM503 - Negotiations: Strategy, Practice, and Ethics

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
503

**Credit Hours**

**Min:**
3

## MAFM510 - Applied Corporate Finance

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
510

**Credit Hours**

**Min:**
3

## MAFM520 - Fundamentals of Personal Financial Planning

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
520

**Credit Hours**

**Min:**
3

## MAFM521 - Insurance Planning

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
521

**Credit Hours**
**Min:**
3

## MAFM522 - Investment Planning and Risk Management

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
522

**Credit Hours**
**Min:**
3

## MAFM523 - Retirement Planning

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
523

**Credit Hours**
**Min:**
3

## MAFM530 - International Financial Analysis and Reporting

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
530

**Credit Hours**
**Min:**
3

## MAFM531 - Applied Research for Financial Accountants & Auditors

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
531

**Credit Hours**
**Min:**
3

## MAFM532 - Fraud & Forensic Accounting

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
532

**Credit Hours**
**Min:**
1

**Max:**
3

## MAFM540 - Controllership and Cost Management

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
540

**Credit Hours**
**Min:**
3

## MAFM550 - Database Applications for Financial Professionals

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
550

**Credit Hours**
**Min:**
3

## MAFM551 - Accounting Software Selection and Implementation

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
551

**Credit Hours**
**Min:**
3

## MAFM552 - Security and Control in an ERP Environment

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
552

**Credit Hours**
**Min:**
3

## MAFM560 - Tax Research

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
560

**Credit Hours**
**Min:**
3

## MAFM561 - Partnership Taxation

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
561

**Credit Hours**
**Min:**
3

## MAFM562 - Estate and Gift Taxation and Planning

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
562

**Credit Hours**
**Min:**
3

## MAFM563 - State Tax

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
563

**Credit Hours**
**Min:**
3

## MAFM594 - Special Topics

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
594

**Credit Hours**
**Min:**
1

**Max:**
4

## MAFM595 - Internship

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
595

**Credit Hours**
**Min:**
3

## MAFM598 - Professional Accountancy Internship

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
598

**Credit Hours**
**Min:**
3

## MAFM599 - Independent Study

### General

**College/School**
School of Business

**Course Subject Code**
MAFM

**Course Number**
599

**Credit Hours**
**Min:**
0

**Max:**
6

## MARS500 - Core Seminar I

### General

**College/School**
Arts & Sciences

**Course Subject Code**
MARS

**Course Number**
500

**Course Description**
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.

**Credit Hours**
**Min:**
2

## MARS510 - Oceanography I: Geological Oceanography

### General

**College/School**
Arts & Sciences

**Course Subject Code**
MARS

**Course Number**
510

**Course Description**
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 biologicalprocesses 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. Prerequisite: a course in introductory geology, with laboratory, is recommended.

### Credit Hours

**Min:**
4

## MARS511 - Oceanography II: Biological Oceanography

### General

**College/School**
Arts & Sciences

**Course Subject Code**
MARS

**Course Number**
511

**Course Description**
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 beconsidered. Primary literature, scientific writing and experimental design will be emphasized. Three lectures and one laboratory per week. One cruise and additional fieldwork may be required. Prerequisite: one year of general biology, with laboratory.

### Credit Hours

**Min:**
4

## MARS512 - Oceanography III: Marine Geochemistry

### General

**College/School**
Arts & Sciences

**Course Subject Code**
MARS

**Course Number**
512

**Course Description**
Why are the oceans salty? This course begins by tracing the path of material sources to the ocean reservoir; from river, groundwater, atmospheric and hydrothermal vent pathways. A significant emphasis is placed on chemical processes operating within the ocean reservoir, such as carbonate equilibrium, trace element distributions in sea water and particulate matter reactivity. The course concludes with an analysis of geochemical processes occurring within material sinks in the oceans, which are largely controlled by sediment redox and diagenetic processes. Three lectures and one laboratory per week. Prerequisite: one year of general chemistry, with laboratory.

### Credit Hours

**Min:**
4

## MARS513 - Oceanography IV: Marine Community Ecology

### General

**College/School**
Arts & Sciences

**Course Subject Code**
MARS

**Course Number**
513

**Course Description**
This course is intended to introduce students to the fundamentals of marine community ecology, provide students with field experiences so that they may become familiar with various ecological sampling designs and methods and expose students to the diversity of coastal marine environments in the San Diego area. Students will read and discuss classic marine ecology papers and conduct marine ecological studies in field and laboratory settings. Students will also be required to participate in a semesterlong research project. Prerequisite: an undergraduate course in ecology or consent of instructor.

### Credit Hours

**Min:**
4

## MARS520 - Statistics

### General

**College/School**
Arts & Sciences

**Course Subject Code**
MARS

**Course Number**
520

**Course Description**
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. Itwill introduce multivariate techniques and modern nonparametric methods. The main emphasis will be experimental design and choosing the most appropriatemethods of statistical analysis to answer specific questions. Students will learn how to use the statistical software package R and will have the opportunity to work with their own data, if applicable. Three hours per week. Prerequisite: an undergraduate course in statistics or consent of instructor.

### Credit Hours

**Min:**
3

## MARS552 - Electron Microscopy

### General

**College/School**
Arts & Sciences

**Course Subject Code**
MARS

**Course Number**
552

**Course Description**
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.

**Credit Hours**
**Min:**
4

## MARS562 - Biology of Fishes

### General

**College/School**
Arts & Sciences

**Course Subject Code**
MARS

**Course Number**
562

**Course Description**
Course examines the various aspects of ichthyology encompassing the anatomy, physiology, ecology, evolution, ethology and natural history of fishes. Lab includestechniques of identification and a general survey of fish systematics and zoogeography. Three hours of lecture and one laboratory per week.

**Credit Hours**
**Min:**
4

## MARS565 - Marine Mammals

### General

**College/School**
Arts & Sciences

**Course Subject Code**
MARS

**Course Number**
565

**Course Description**
An examination of the biology of whales, pinnipeds and other marine mammals. Topics will include general adaptations to a marine existence; systematics andbiogeography; reproduction; diving physiology; communication and echolocation; feeding and migratory behavior; and marine mammal-human interactions. Someemphasis 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. Prerequisites: one year ofintroductory biology and at least two upper-division courses in zoology or ecology, or consent of instructor.

**Credit Hours**
**Min:**
3

## MARS567 - Deep Sea Biology

### General

**College/School**
Arts & Sciences

**Course Subject Code**
MARS

**Course Number**
567

**Course Description**
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; instrumentationused 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, or consent of instructor.

**Credit Hours**
**Min:**
3

## MARS573 - Climatology

### General

**College/School**
Arts & Sciences

**Course Subject Code**
MARS

**Course Number**
573

**Course Description**
A course to cover principles of climatology and methods of climatic data analysis. The fundamentals of climatology, methods and technologies used in acquiring and analyzing climatic data and current issues such as human-induced climatic changes will be discussed. This course will cover the Earth's energy budget and temperature, moisture in the atmosphere and precipitation, winds and the generalcirculation and climates in different regions of the world. Three lectures and one laboratory per week. Prerequisites: a course in meteorology or earth science and a course in statistics, or consent of instructor.

**Credit Hours**
**Min:**
4

## MARS574 - History of the Earth and Climate

### General

**College/School**
Arts & Sciences

**Course Subject Code**
MARS

**Course Number**
574

**Course Description**
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.

**Credit Hours**
**Min:**
3

## MARS574L - History of the Earth and Climate Laboratory

### General

**College/School**
Arts & Sciences

**Course Subject Code**
MARS

**Course Number**
574L

**Course Description**
A laboratory course designed to introduce students to methods and techniques used in historical geology and paleoclimatology including: a) identification of depositional environments; b) identification of invertebrate fossils and modes of fossilization; c) correlation and sequence stratigraphy; d) radiometric dating; and e) isotopic proxies of climate. The laboratory may include field trips.

**Credit Hours**
**Min:**
1

## MARS585 - Environmental Geology

### General

**College/School**
Arts & Sciences

**Course Subject Code**
MARS

**Course Number**
585

**Course Description**
This course will provide an in-depth examination of the geological principles and issues pertinent to the environmental consulting industry. It will include a discussion of geologic hazards, including floods, mass wasting, earthquakes and erosion. An examination of the geology of groundwater occurrence, groundwater flow and groundwater development and management also will be addressed. Specific examples from the San Diego region will be emphasized. Three lectures and one laboratory per week. Prerequisite: a course in introductory geology, withlaboratory, or consent of instructor.

### Credit Hours

**Min:**
4

## MARS587 - Surface Water Hydrology

### General

**College/School**
Arts & Sciences

**Course Subject Code**
MARS

**Course Number**
587

**Course Description**
A course to cover principles of surface water hydrology and methods to solve hydrologic problems related to urbanization, soil and water conservation and waterresources management. The components of the hydrologic cycle and the concept of water balance will be discussed in detail. This course also will cover various methods of hydrologic computation, the basics of watershed modeling, applications of GIS in hydrology and issues especially relevant to Southern California. Three lectures and one laboratory per week and some field trips. Prerequisites: a course in introductory geology, with laboratory, or consent of instructor. An introductory course in statistics is recommended.

### Credit Hours

**Min:**
4

## MARS594 - Special Topics

### General

**College/School**
Arts & Sciences

**Course Subject Code**
MARS

**Course Number**
594

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

### Credit Hours

**Min:**
2

**Max:**
4

## MARS595 - Directed Readings

### General

**College/School**
Arts & Sciences

**Course Subject Code**
MARS

**Course Number**
595

**Course Description**
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 three units may be used toward the degree requirements without consent of the director.

### Credit Hours

**Min:**
1

**Max:**
3

## MARS596 - Research

### General

**College/School**
Arts & Sciences

**Course Subject Code**
MARS

**Course Number**
596

**Course Description**
Research toward the master's thesis. This research will be under the general supervision of a thesis advisor. No more than three 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.

### Credit Hours

**Min:**
0.5

**Max:**
6

## MARS597 - Thesis

### General

**College/School**
Arts & Sciences

**Course Subject Code**
MARS

**Course Number**
597

**Course Description**
Independent writing of the thesis with consultation of the major advisor. 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.

### Credit Hours

**Min:**
0.5

**Max:**
1

**Number Of Repeats:**
95

## MEPN500 - Nutrition for Nursing

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
500

**Course Description**
Provides an introduction to principles of nutrition science as a foundation for nursing to manage nutrition-related problems in individuals across the lifespan. Through an online format, the course includes knowledge about basic food components, nutritional requirements throughout the lifespan, age-appropriate nutritional strategies, food labeling, dietary supplements, special diets, and weight management.

### Credit Hours
**Min:**
1

## MEPN507 - Introduction to Health Systems

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
507

**Course Description**
This course focuses on examining organizational structure, navigating the healthcare system, and evaluating the quality and cost of care. Quality improvement principles and processes and the promotion of a culture of safety are explored. The selection and use of information and communication technologies are discussed. Leadership skills to assume leadership roles in nursing and healthcare are discussed. The concepts of communication, diversity, equity, inclusion, and evidence-based practice are emphasized. Prerequisites: None

### Credit Hours
**Min:**
2

## MEPN508 - Quality and Safety Concepts for Nursing

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
508

**Course Description**
This course focuses on the critical aspects of quality improvement, patient safety, and provider safety. The nurse's role in promoting high standards of care, preventing errors, and fostering a culture of safety and respect in healthcare environments is explored. The concepts of effective communication, team dynamics, and interprofessional collaboration are presented, highlighting the importance of diversity, equity, and inclusion in team-based care. The selection and utilization of information and communication technology tools, including electronic health records, telehealth, and social networking, are explored. The importance of personal health and well-being is also discussed. The concepts of personal health and well-being, communication, diversity, equity, and inclusion, and evidence-based practice are emphasized.

### Credit Hours
**Min:**
3

## MEPN509 - Clinical Nursing Leadership Theory

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
509

**Course Description**
This course focuses on the development of a strong professional nursing identity emphasizing accountability, advocacy, integrity, and leadership. The use of leadership skills to optimize care delivery across the continuum of care is emphasized, incorporating cost-effectiveness and innovation to enhance healthcare outcomes. The effective use of information and communication technology to support documentation, communication, and decision-making in diverse care settings is explored. Personal and professional growth are cultivated through self-care and reflective practice is examined. The application of theory and research-based knowledge to develop clinical judgment, foster intellectual curiosity, and promote social responsibility is emphasized. The concepts of communication, evidence-based practice, and diversity, equity, and inclusion are emphasized.

### Credit Hours
**Min:**
3

## MEPN510 - Contemporary Issues & Health Policy

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
510

### Credit Hours
**Min:**
0

**Max:**
6

## MEPN510P - Clinical Nursing Leadership Practicum

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
510P

**Course Description**
In collaboration with community partners, this practicum is designed to provide hands-on experience in applying theoretical knowledge and evidence-based practices in real-world healthcare settings. The aim is to enhance students' clinical reasoning, decision-making,care delivery skills, and leadership abilities, through guided self-reflection and awareness of implicit biases. Students will participate in quality improvement initiatives, focusing on ethical conduct, social responsibility, and advocacy to address health equity and patient rights. Interprofessional collaboration and effective communication skills will be emphasized to improve patient outcomes and support team-based care. Knowledge of legal and ethical standards, when using information and communication technologies, will be emphasized. This practicum is tailored to support the professional development of students and equip them with the skills necessary to succeed in the evolving field of nursing. Prerequisites: None

### Credit Hours
**Min:**
2

## MEPN511 - Evidenced Based Practice in Nursing

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
511

**Course Description**
This course focuses on nursing as both a science and a discipline. The concepts of clinical judgment, ethics, and evidence-based practice are emphasized. The steps of both the research process and the evidence-based practice process are examined, and the tools necessary to evaluate and apply research findings to clinical decision-making are provided. The ethical conduct of scholarly activities is discussed. Prerequisites: None

### Credit Hours
**Min:**
2

## MEPN521L - Health Assessment Lab

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
521L

**Course Description**
This is the lab component for Health Assessment MEPN 521 and must be taken concurrently.

### Credit Hours

**Min:**
0

### Course Attributes

**Course Attributes**
L

## MEPN533 - The Role of the Professional Nurse

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
533

**Course Description**
This course is an introduction to the profession of nursing as both a science and a discipline. The historical evolution of nursing, role of the nurse, and concepts related to nursing practice are explored. The concepts of clinical judgment, compassionate care, communication, evidence-based practice, ethics, social determinants of health, diversity, equity, and inclusion are emphasized. Prerequisites: None

### Credit Hours

**Min:**
2

## MEPN534 - Fundamentals of Nursing

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
534

**Course Description**
Introduces basic nursing care concepts and skills necessary to work with the adult and older adult hospitalized patient with acute and chronic health problems. Introduces students to the normal and aberrant variations in physiological and pathophysiological health states of adults and older adults with or at risk for altered status in hygiene, mobility, nutrition, skin integrity and bowel and bladderelimination. 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.

### Credit Hours

**Min:**
3

## MEPN534L - Fundamentals in Nursing Lab

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
534L

**Course Description**
This is the lab portion of the Fundamentals course.

### Credit Hours

**Min:**
0

## MEPN534P - Fundamentals of Nursing Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
534P

**Course Description**
This is the practicum(hospital) portion of the Fundamentals course.

### Credit Hours

**Min:**
0

## MEPN535 - Pharmacology for Nursing Practice

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
535

**Course Description**
This course is designed to build foundational knowledge in medication administration and drug therapy. The fundamental principles of pharmacokinetics and pharmacodynamics are explored. Emphasizing clinical application, this course covers major drug classifications and their implications for patient care, including safe medication practices, dosage calculations, side effects, contraindications, and patient education. The concepts of clinical judgment, evidence-based practice, and diversity, equity, and inclusion are emphasized. Prerequisites: None

### Credit Hours

**Min:**
3

## MEPN540 - Health Information and Communication Technology Management

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
540

**Course Description**
This course focuses on understanding the various information and communication technologies used for healthcare delivery. Emphasis is on leveraging these technologies to improve patient outcomes, ensure safety, and facilitate seamless communication in diverse healthcare settings. The practical application, ethical

considerations, and adherence to professional standards are explored. The concepts of communication, ethics, and compassionate care are emphasized. Prerequisites: None

### Credit Hours

**Min:**
3

## MEPN543 - Fundamentals of Nursing

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
543

### Credit Hours

**Min:**
1

**Max:**
5

## MEPN543P - Fundamentals of Nursing Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
543P

### Credit Hours

**Min:**
0

**Max:**
5

## MEPN545P - Care of Family Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
545P

### Credit Hours

**Min:**
3

## MEPN547 - Population Health

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
547

**Course Description**
This course focuses on the intersection of public health, social justice, and emergency response within diverse communities. The social determinants of health and their impact on population health outcomes are examined. Effectiveness of population-based interventions and policies are analyzed. Collaboration with interdisciplinary teams and community stakeholders is explored. Planning emergency response strategies tailored to various disaster scenarios are discussed. The concepts of evidence-based practice and health policy are emphasized. Prerequisites: None

### Credit Hours

**Min:**
3

**Max:**
4

## MEPN547P - Population Health Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
547P

**Course Description**
In collaboration with community partners, this practicum focuses on applying population health principles to address the health needs of diverse communities and population groups. The role of nurses as advocates, educators, and collaborators in promoting health equity and improving population health outcomes is examined. The social determinants of health, epidemiological methods, and evidence-based interventions to address public health challenges are explored. The concepts of communication, ethics, diversity, equity, and inclusion are emphasized. Prerequisites: None

### Credit Hours

**Min:**
0

**Max:**
2

## MEPN547S - Care of Populations Seminar

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
547S

### Credit Hours

**Min:**
0

**Max:**
3

## MEPN555 - Fundamental Concepts of Medical-Surgical Nursing

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
555

**Course Description**
This course focuses on the nursing process, clinical reasoning, and evidence-based care of adult and older adult patients with common medical-surgical conditions highlighting integration of nursing and related sciences to identify and prioritize health concerns through detailed assessment of subjective and objective data. Students will develop evidence-based nursing care plans that ensure continuity of care through effective communication, delegation, and collaboration with patients, families, and the healthcare team. The concepts of clinical judgment, compassionate care, communication, evidence-based practice, social determinants of health, diversity, equity, and inclusion are emphasized. Prerequisites: None

### Credit Hours

**Min:**
3

## MEPN555L - Nurse Prac w/Adult lab

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
555L

**Course Description**
MEPN 555L is the lab component of MEPN 555.

### Credit Hours

**Min:**
0

## MEPN555P - Fundamental Concepts of Medical-Surgical Nursing Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
555P

**Course Description**
In collaboration with community partners, this practicum is focused on applying the nursing process, clinical reasoning, and evidence-based direct patient care to adult and older adult patients with common medical-surgical conditions in the clinical setting. It focuses on hands-on practice and the development of clinical judgment through patient assessment, prioritization, care planning, medication administration, and patient education. The concepts of clinical judgment, compassionate care, communication, evidence-based practice, social determinants of health, diversity, equity, and inclusion are emphasized. Prerequisites: None

### Credit Hours

**Min:**
5

## MEPN556 - Complex Concepts of Medical-Surgical Nursing

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
556

**Course Description**
This course expands on the learner's knowledge to enhance comprehension and application of the nursing process, clinical reasoning, and evidence-based care of adult and older adult patients with complex medical-surgical conditions highlighting integration of nursing and related sciences to identify and prioritize health concerns through detailed assessment of subjective and objective data. Students will refine the development of evidence-based nursing care plans that ensure continuity of care through effective communication, delegation, and collaboration with patients, families, and the healthcare team. The concepts of clinical judgment, compassionate care, communication, evidence-based practice, social determinants of health, diversity, equity, and inclusion are emphasized. Prerequisites: None

### Credit Hours

**Min:**
3

## MEPN556P - Complex Concepts of Medical-Surgical Nursing Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
556P

**Course Description**
In collaboration with community partners, this practicum expands on the learner's comprehension and application of the nursing process, clinical reasoning, and evidence-based care of adult and older adult patients with common medical-surgical conditions, highlighting the integration of nursing and related sciences to identify and prioritize health concerns through detailed assessment of subjective and objective data. This course focuses on the hands-on refinement of evidence-based nursing care plans that ensure continuity of care through effective communication, delegation, and collaboration with patients, families, and the healthcare team. The concepts of clinical judgment, compassionate care, communication, evidence-based practice, social determinants of health, diversity, equity, and inclusion are emphasized. Prerequisites: None

### Credit Hours

**Min:**
3

## MEPN557 - Psychiatric-Mental Health Nursing

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
557

**Course Description**
This course focuses on the nursing process, clinical reasoning, and evidenced-based care of patients with mental health disorders throughout the lifespan and across various healthcare settings. The integration of nursing and related sciences to identify and prioritize health concerns through detailed assessment of subjective and objective data are highlighted. Students will develop evidence-based nursing care plans that ensure continuity of care through effective therapeutic communication, delegation, and collaboration with patients, families, and the healthcare team. The concepts of clinical judgment, compassionate care, communication, evidenced-based practice, social determinants of health, diversity, equity, and inclusion are emphasized. Prerequisites: None

### Credit Hours

**Min:**
2

## MEPN557P - Psychiatric-Mental Health Nursing Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
557P

**Course Description**
In collaboration with community partners, this practicum is focused on applying the nursing process, clinical reasoning, and evidence-based direct patient care for patients with major psychiatric/mental health conditions in the clinical setting. The course focuses on the development of clinical judgment and therapeutic communication skills through patient interaction, assessment, prioritization, care planning, and patient education. The concepts of clinical judgment, compassionate care, communication, evidence-based practice, social determinants of health, diversity, equity, and inclusion are emphasized. Prerequisites: None

### Credit Hours

**Min:**
2

**Max:**
0

## MEPN558 - Nursing Practice of the Childbearing Family and Newborn

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
558

**Course Description**
This course focuses on the nursing process, clinical reasoning, and evidenced-based care of the childbearing family and newborn. The integration of nursing and related sciences to identify and prioritize health concerns through detailed assessment of subjective and objective data are highlighted. Students will develop evidence-based nursing care plans that ensure continuity of care through effective communication, delegation, and collaboration with patients, families, and the healthcare team. The concepts of clinical judgment, compassionate care, communication, evidenced-based practice, social determinants of health, diversity, equity, and inclusion are emphasized. Prerequisites: None

### Credit Hours

**Min:**
2

## MEPN558P - Nursing Practice of the Childbearing Family and Newborn Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
558P

**Course Description**
In collaboration with community partners, this practicum is focused on applying the nursing process, clinical reasoning, and evidence-based direct patient care to the childbearing family and newborn in the clinical setting. It focuses on hands-on practice and the development of clinical judgment through patient assessment, prioritization, care planning, medication administration, and patient education. The concepts of clinical judgment, compassionate care, communication, evidence-based practice, social determinants of health, diversity, equity, and inclusion are emphasized. Prerequisites: None

### Credit Hours

**Min:**
1

## MEPN559 - Nursing Care of Children and Families

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
559

**Course Description**
This course focuses on the nursing process, clinical reasoning, and evidenced-based care of children and their families. The integration of nursing and related sciences to identify and prioritize health concerns through detailed assessment of subjective and objective data are highlighted. Students will develop evidence-based nursing care plans that ensure continuity of care through effective communication, delegation, and collaboration with patients, families, and the healthcare team. The concepts of child development, clinical judgment, compassionate care, communication, evidenced-based practice, social determinants of health, diversity, equity, and inclusion are emphasized. Prerequisites: None

### Credit Hours

**Min:**
2

## MEPN559P - Nursing Care of Children and Families Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
559P

**Course Description**
In collaboration with community partners, this practicum is focused on applying the nursing process, clinical reasoning, and evidence-based direct patient care for patients with common pediatric health conditions in the clinical setting. It focuses on hands-on practice and the development of clinical judgment through a developmental approach to patient assessment, prioritization, care planning, medication administration, and patient education. The concepts of child development, clinical judgment, compassionate care, communication, evidence-based practice, social determinants of health, diversity, equity, and inclusion are emphasized. Prerequisites: None

### Credit Hours

**Min:**
1

## MEPN560 - Transition to Professional Nursing Practice

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
560

**Course Description**
This course focuses on integrating previous coursework to enhance clinical expertise and leadership capabilities in the management of complex patient health problems. Students will explore and evaluate strategies for culturally responsive care, and effective delegation while also focusing on personal and professional development. The concepts of clinical judgment, delegation and oversight, transition to professional role, stress management and self-care, ethical decision making, and social determinants of health, diversity, equity, and inclusion are emphasized. Prerequisites: None

### Credit Hours

**Min:**
3

**Max:**
5

## MEPN560P - Transition to Professional Nursing Practice Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
560P

**Course Description**
In collaboration with community partners, this practicum builds on Program coursework to enhance clinical expertise and leadership in managing complex patient health problems in the clinical setting. Advanced techniques for clinical assessment, management, evaluation, and rehabilitation are emphasized, focusing on the safe and effective delivery of care for diverse patient populations. The concepts of clinical judgment, relationship-based compassionate care, communication technology, evidence-based practice, leadership and ethics and social determinants of health, diversity, equity, and inclusion are emphasized. Prerequisites: None

### Credit Hours

**Min:**
0

**Max:**
4

## MEPN563 - Culture and Vulnerability in Nursing Practice

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
563

### Credit Hours

**Min:**
3

## MEPN590 - Essentials of Critical Care Nursing

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
590

**Course Description**
Focuses on the concepts and frameworks that impact and support critical care nursing of the adult patient. Explores the pathophysiology, clinical manifestations, and collaborative management of disorders commonly seen in critically ill patients. Emphasizes evidence-based therapeutic interventions to manage complex patient problems and prevent complications.

### Credit Hours

**Min:**
3

## MEPN598 - Nursing Externship

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
598

**Course Description**
Applies nursing theory, process and clinical skills in an RN-precepted position within a health care agency. The agency and USD have a clinical agreement allowing students to work with geriatric, adult and/or pediatric patients and families. The purpose of this experience is to enable students to become more proficient in patient care activities while at the same time providing a needed community service. Students apply previously acquired nursing theory and skills in assigned patient care; no new nursing skills will be taught in this externship experience. Seminars are held by the School of Nursing Faculty to assess clinical progress of students and discuss clinical experiences, issues, and application of theory.

### Credit Hours

**Min:**
1

## MEPN598S - Nursing Externship

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
598S

### Credit Hours

**Min:**
1

## MEPN599 - Independent Study

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MEPN

**Course Number**
599

### Credit Hours

**Min:**
1

**Max:**
6

## MFIN500 - Intro to Python for Finance

### General

**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
500

**Course Description**
Python has become the most popular programming language for data science and Fintech. This course equips a motivated student who has little or no prior programming experience with a working knowledge of the Python programming language and the Pandas package to conduct basic data analytics in finance. These skills are foundational for the subsequent seminar courses in the Master's in Finance program. Basic Python syntaxes, such as conditional statements, functions and loops, and most commonly used data types including lists, dictionaries, tuples, and data frames are introduced in this course. Students learn to apply their Python programming skills in many practices and projects during the course.

### Credit Hours

**Min:**
1

## MFIN501 - Quantitative Methods

### General

**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
501

**Course Description**
This course covers a variety of tools used in a number of different areas of finance. It starts with the time value of money concepts, where student learns how to interpret rates of return, calculate present and future values of single sums, annuities, growing annuities, perpetuities and growing annuities, all under various

compounding regimes. Next, the course covers relevant probability and statistics concepts; from the definition of a random variable, through a treatment of conditional and unconditional probability, joint probability, conditional expectations, tree diagrams, computation of expected value and variance of a single random variable to application in portfolio mathematics. The course ends with a rigorous treatment of topics in sampling, estimation and hypothesis testing, with an emphasis on the identification of the problem, selection of a relevant test and interpretation of the results in a comprehensive hypothesis-testing problem.

### Credit Hours

**Min:**
2

## MFIN502 - Economics for Finance

### General

**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
502

**Course Description**
The microeconomics part of this course focuses on the basic graphical and calculation toolkit of microeconomics, building the well-known supply and demand framework from more basic assumptions about consumer and firm behavior. The first unit covers supply and demand: how buyers and sellers interact to determine market price of a good, and how the market responds to shocks and restrictions. The second unit covers consumer choice at an intermediate level, developing consumer demand from the utility maximization/ budget constraint/ indifference curve framework, and including income/substitution effects, etc. The third unit builds up supply in a perfectly competitive economy from a multi-input production function through cost minimization and profit maximization. The final unit extends this analysis to alternative market structures (monopoly, oligopoly, etc.). In the macroeconomic part of this course, we study the operation of the American economy in an international setting, examining the interaction of households, business firms, government, and the rest of the world in resource, product, and financial markets. Topics include national income accounting and analysis, business fluctuations, inflation, unemployment, and monetary and fiscal policy.

### Credit Hours

**Min:**
2

## MFIN503 - Fixed Income

### General

**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
503

**Course Description**
This course examines the fundamentals of fixed-income investments. It presents an overview of the market, describing the primary issuers, sectors and types of bonds; discusses the calculation and interpretation of various important terms, including prices, yields and spreads; and explains spot rates, forward rates, and alternative definitions of a yield curve. The course also introduces securitization and describes the characteristics of various types of asset-backed securities. An important component of this course is to analyze the risks associated with fixed-income securities, specifically interest rate and credit risks. It examines how investors measure risks and their effects on the value of fixed-income investments.

### Credit Hours

**Min:**
2

## MFIN504 - Derivatives

### General

**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
504

**Course Description**
This course studies derivative markets including call and put options, futures and forward contracts, swaps and credit derivatives. Topics include the economic role of derivatives, valuation of derivatives, derivative trading strategies and the management of risk with derivatives. The aim of the course is for students to gain proficiency in the use and valuation of a variety of derivative products.

### Credit Hours

**Min:**
2

## MFIN505 - Ethics

### General

**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
505

**Course Description**
This course covers topics in ethical decision-making from a perspective of a multitude of jobs in financial industry. It employs CFA® Code of Ethics and Standards of Professional Conduct, which strive to further the ethical standards beyond what current laws and regulations require. Standards include (1) Professionalism; (2) Integrity of Capital Markets; (3) Duties to Clients; (4) Duties to Employers; (5) Investment Analysis, Recommendations and Actions,; (6) Conflict of Interests; and (7) Responsibilities as a CFA Institute Member of CFA Candidate.

### Credit Hours

**Min:**
1

## MFIN506 - Portfolio Management

### General

**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
506

**Course Description**
Portfolio management is the process of applying a portfolio approach to investments. The course covers the different types of investors and professionally managed portfolio products available to them. In addition, students will learn the steps in the portfolio management process as well as the process of developing a portfolio strategy, asset allocation, and performance measurement. The course provides an understanding of the most important financial theories related to portfolio management, including Markowitz's mean-variance analysis, multi-factor models, asset pricing theory, the Treynor-Black Model.

### Credit Hours

**Min:**
1

## MFIN507 - Financial Reporting and Analysis

### General

**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
507

**Course Description**
This course introduces the tools that a financial analyst may use in analyzing the financial performance of a company. It will focus on understanding the information provided in the principal financial statements (the income statement, balance sheet, cash flow statement, and statement of changes in owners' equity), as well as the notes to those statements, and management's discussion and analysis of results. Students will learn to compare the different accounting choices that may affect the financial reporting results. Students will also learn to evaluate financial reporting quality and apply the financial statement analysis to make debt and equity investments decisions. The analytical framework and practical tools of this course will help students to improve the ability to read and analyze financial statements, which should be useful for students with career interests in finance, marketing, strategy, consulting, accounting, operations, or entrepreneurship.

### Credit Hours
**Min:**
3

## MFIN508 - Corporate Finance

### General
**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
508

**Course Description**
This course will cover corporate finance topics including capital budgeting (NPV/IRR), weighted average cost of capital, risk adjusted discount rates, measurement operating and financial leverage, and working capital management.

### Credit Hours
**Min:**
1

## MFIN509 - Alternative Investments

### General
**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
509

**Course Description**
Investors are increasingly using alternative investments to seek diversification benefits and/or higher returns. This course describes the common types of alternative investments, their valuation, their unique risks and opportunities, their relation to traditional investments, and their role in portfolio construction and management. More in-depth coverage will focus on private equity, hedge funds, and real estate. Private equity, including venture capital, and hedge funds are examined from the perspectives of their structure, investment strategies, performance measures, and exit opportunities. Real estate, both direct investment and investment through publicly traded securities (such as real estate investment trusts), is examined from an institutional investor's perspective to assess how it affects the risk and return of a multi-asset portfolio.

### Credit Hours
**Min:**
1

## MFIN510 - International Finance

### General
**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
510

**Course Description**
This course introduces students to the global currency markets, the international monetary system, and trade and capital flows. Topics include usage of currency instruments, exchange rate regimes, theory and politics of international trade, balance of payments, and currency forecasting.

### Credit Hours
**Min:**
1

## MFIN511 - Advanced Financial Reporting and Analysis

### General
**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
511

**Course Description**
This course builds on the knowledge in the International Financial Reporting and Analysis I and examines more complicated financial transactions and their impacts on financial statements. Such transactions may include inter-corporate investment, mergers and acquisitions, post-employment pension obligations, and foreign currency translation exposure in multinational corporations. Students will learn the effects that different accounting methods in these transactions that can have on financial statements and ratios. Students will also compare the different accounting standards (GAAP vs. IFRS) and evaluate the impact on the financial reporting results. This course will also explain the identification of red flags and warning signs related to earnings management.

### Credit Hours
**Min:**
3

## MFIN512 - Equity Valuation and Modeling

### General
**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
512

**Course Description**
This course is a detailed, hands-on examination of financial modeling techniques applied to optimal decision-making in the areas of corporate finance and investment banking. Topics include the construction of comprehensive valuation models (including capital structure and dividend policy modifications), using precedent transactions and comparable companies in valuation, strategic industry examination and application of valuation in the context of mergers and acquisitions. The course makes an extensive use of the Microsoft Excel©.

### Credit Hours
**Min:**
3

## MFIN513 - Advanced Portfolio Management

### General
**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
513

**Course Description**
The advanced portfolio concepts concentrate on hands-on management practices of constructing equity, bond, passive, active, exchange-rate and alternative investments portfolios. Other topics include asset allocation strategies, institutional asset management, management of portfolio of global fixed assets, equity portfolio management and risk management through currency hedging.

### Credit Hours

**Min:**
2

## MFIN514 - Financial Econometrics

### General

**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
514

**Course Description**
This course extends basic results from introductory statistics to cover the specific tools used in empirical finance. The first section of the course covers tools used in corporate finance and studies of the cross-section of asset returns (multiple regression, deviations from OLS assumptions, and basic panel methods). The second section focuses on tools used in the study of asset returns over time, tests of the efficient market hypothesis, and derivatives pricing (time series decomposition, ARIMA modeling, GARCH volatility modeling).

### Credit Hours

**Min:**
1

## MFIN515 - Advanced Corporate Finance

### General

**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
515

**Course Description**
The course will cover capital structure decision-making, sensitivity analysis and real options in capital budgeting, dividends and share repurchase policies, mergers and acquisitions and corporate governance.

### Credit Hours

**Min:**
2

## MFIN516 - Advanced Seminar and Research Methods in Corporate Finance

### General

**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
516

**Course Description**
This course has the objective of introducing master students to theoretical and empirical research in corporate finance. The first part of the course will examine the fundamentals of corporate finance such as the theory of firm's choice of capital structure, payout policy, corporate governance, executive compensation, and mergers & acquisitions. Various topics such as moral hazard, the agency problem, adverse selection, and signaling will be discussed in the context of the corporate finance topics. Students will be exposed to the classical corporate finance literature, as well as recent empirical research from the leading journals (e.g., Journal of Finance, Journal of Financial Economics, and Review of Financial Studies). The second part of the course will give students exposure to conducting empirical research by introducing common research methods (cross-sectional regressions, panel regressions, matching estimators, etc.), databases (WRDS, Compustat, CRSP), and common tools (SAS, Stata).

### Credit Hours

**Min:**
1

## MFIN517 - Advanced Fixed Income and Structured Finance

### General

**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
517

**Course Description**
This course studies fixed income markets and their associated derivatives. Topics include the valuation of fixed income investments, the analysis of credit risk, and the process of securitization and analysis of asset-back securities. The course aims for students to understand both the broad structure of fixed income markets, including term structure and interest rate dynamics, and the specific terms and pricing of the various products in those markets.

### Credit Hours

**Min:**
2

## MFIN518 - Advanced Seminar in Asset Pricing

### General

**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
518

**Course Description**
This course surveys contemporary research on the cross-section of stock returns. It covers the theory and evidence behind several prominent stock market anomalies including momentum, value, and investments. Students use financial databases and econometric methods to test these anomalies.

### Credit Hours

**Min:**
1

## MFIN519 - Financial Markets and Institutions

### General

**College/School**
School of Business

**Course Subject Code**
MFIN

**Course Number**
519

**Course Description**
This course introduces students to various financial markets (money, bond, equity, mortgage, and foreign-exchange markets) and institutions (banks, mutual funds, hedge funds, insurance companies, investment banks and venture capital/private equity firms). Emphasis is on what skills and expectations are associated with a job in each of these markets, what kind of decisions may one make while still a student to prepare themselves best for the desired path.

**Credit Hours**
**Min:**
1

## MFTS500 - Evidence Based Practice in Family Therapy

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
500

**Course Description**
By the end of the class, the student will have the motivation, knowledge and skills necessary to use research successfully in a variety of ways in their clinical work.

**Credit Hours**
**Min:**
3

## MFTS523 - Family Therapy Theories I

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
523

**Course Description**
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, Bowen Family Therapy, and Behavioral Family Therapy.

**Credit Hours**
**Min:**
3

## MFTS524 - Family Therapy Theories II

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
524

**Course Description**
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 Experiential family therapies, Narrative Therapy, Solution-focused Therapy, Internal Family Systems Therapy, and the process of theory integration.

**Credit Hours**
**Min:**
3

## MFTS528 - Psychopathology in the Family

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
528

**Course Description**
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.

**Credit Hours**
**Min:**
3

## MFTS529 - Ethical, Legal, & Professional Issues in Family Therapy

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
529

**Course Description**
An examination of the most important areas of legal, ethical, and professional 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; ethical standards of the MFT profession; and professional identity.

**Credit Hours**
**Min:**
3

## MFTS531 - Gender Issues

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
531

**Credit Hours**
**Min:**
1

**Max:**
3

## MFTS532 - Human Diversity in Family Therapy

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
532

**Course Description**
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.

**Credit Hours**
**Min:**
3

## MFTS532I - Human Diversity

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
532I

**Course Description**
Our rapidly changing world presents profound challenges for today¿s educators and familytherapists. This course adopts a cross-cultural and interdisciplinary lens in understanding thecontinuum of conflict, violence, and trauma experienced in diverse families, schools andcommunities and the best systemic practices to address these issues. Diversity is defined broadlyin this course. We will explore organizing principles of children, families and communities suchas race, ethnicity, class, gender, affectional orientation, religious/spiritual orientation, language,immigration history, nationality, privilege, ability and developmental status that impact thefunctioning and well being of children, adults and their families across the lifespan.In the spirit of inquiry and innovation, this course brings together graduate students in Educationand Family Therapy and is designed to expand our vision and explore the possibilities forcollaboration across traditional educational and therapeutic roles, disciplines and contexts. Forexample, we will explore affect regulation strategies, conflict resolution, indigenous healing,spiritual practices, and peace building efforts which promote social and economic justice, nonviolence,and sustainability in families, schools and communities in the U.S. and around theworld.Finally, this course brings students to the University of Peace (UPEACE) in Costa Rica to learnabout cutting-edge concepts in peace education and sustainability. UPEACE is situated on 300hectares of protected land (with 260 hectares of rare primary forest) just 30 minutes drive fromSan José International Airport. It is a unique teaching and learning laboratory ¿ the first and onlyuniversity in the world devoted entirely to teaching, learning and research about how humanbeings can live in harmony with each other and with their environment, on the individual,community, state and global levels, and on a sustainable basis. UPEACE was created by theGeneral Assembly of the United Nations to provide an educational framework for the largestchallenge faced by humanity: to ensure a secure, peaceful and sustainable future. The course isplanned to provide students with the knowledge, perspectives, and skills for teaching, leading,and intervening with a new spirit of understanding, cooperation, and sensitivity to global2interconnectedness. Classroom learning will be complemented with interactive visits toorganizational sites that embody the principles of peace and sustainability.

### Credit Hours

**Min:**
3

### Course Attributes

**Course Attributes**
I

## MFTS533 - Family Development

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
533

**Course Description**
This course uses a biopsychosocial, systemic framework to examine various topics central to families and their development across the life span. The course examines a wide range of developmental issues important to understanding family functioning (mate selection, marriage, parenting, divorce), with special attention on diversity in family types (stepfamilies, single-parent families, immigrantfamilies). An emphasis will be placed on the clinical application of concepts.

### Credit Hours

**Min:**
3

## MFTS541 - Systemic Treatment of Children

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
541

**Course Description**
The study of the major methods used to assess and treat child and adolescent problems from an integrated systemicdevelopmental perspective. The treatment of both normative and non-normative developmental problems in children andadolescents is emphasized.

### Credit Hours

**Min:**
3

## MFTS542 - Families of Children with Special Needs

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
542

**Course Description**
When parents are confronted with the news that their child has a disability, life changes immediately, dramatically and permanently. Families with a child who has a disability or who is chronically ill confront challenges and bear burdens unknown to other families and, at times, unknown to the professionals who are entrusted with the responsibility of providing services and support. In addition to having tolearn how to adjust to and cope with a new reality after receiving a diagnosis, families need also to learn how to access and navigate a number of systems of care including the medical, mental health and educational systems, as well as a host of government agencies such as the Regional Center and Social Security.

### Credit Hours

**Min:**
1

## MFTS543 - Developmental Psychopathology

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
543

**Course Description**
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 humandevelopment.

### Credit Hours

**Min:**
3

## MFTS544 - Psychopharmacology and Systems

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
544

**Course Description**
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. Prerequisites: MFTS 528

### Credit Hours

**Min:**
2

## MFTS545 - Families, Systems, and Health

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
545

### Credit Hours

**Min:**
1

**Max:**
3

## MFTS546 - Couples and Sex Therapy

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
546

**Course Description**
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 nonbehavioral methods and strategies are presented.

### Credit Hours

**Min:**
3

## MFTS562 - Recovery-oriented Case Management

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
562

**Course Description**
This course will focus on the components and principles of Recovery Oriented Case Management. The course will examine the strength based, client centered advocacy and resiliency models in Recovery Oriented Case Management. The course will look at various systems of care including community, public, and private mental health and social services including how they can support Recovery Oriented Case Management. The course will address how diversity, socio-economic status, and poverty may affect, and be affected by, the implementation of Recovery Oriented Case Management. The course will examine how marriage& family therapists in their clinical practice can use Recovery-oriented Case Management to more fully serve and benefit Individuals, Couples, and Families.

### Credit Hours

**Min:**
1

## MFTS563 - Collaborative Care

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
563

**Course Description**
This course examines various models of collaborative care and the clinical competencies and skills MFT's need to work successfully on collaborative care teams. This course will also examine the biopsychosocialspiritual aspects of illness and how MFT's can assess and manage common mental health, psychosocial, and health behavior issues in primary care settings and recovery oriented practice environments. Contextual issues such as race/ethnicity, age, sexual orientation, religion, and socioeconomic status (SES) and how they inform collaborative care practices will also be discussed.

### Credit Hours

**Min:**
1

## MFTS566 - Individual, Family, and Community Trauma

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
566

**Course Description**
This course is designed to introduce students to how trauma affects individuals, families, and communities, including the nature of trauma (e.g., abuse, combat, natural disasters), grief reactions, and traumatic stress. Also included in this class is an exploration of the therapist's response to trauma, crisis intervention, comorbid disorders and general treatment issues. Students will review evidence-based practices in the trauma field. The instructor uses a culturally-informed perspective to teach the class.

### Credit Hours

**Min:**
1

## MFTS567 - Individual, Family and Community Trauma

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
567

**Course Description**
This course is designed to introduce students to how trauma affects individuals, families, and communities, including the nature of trauma (e.g., abuse, combat, natural disasters), grief reactions, and traumatic stress. Also included in this class is an exploration of the therapist's response to trauma, crisis intervention,

comorbid disorders and general treatment issues. Students will review evidence-based practices in the trauma field. The instructor uses a culturally-informed perspective to teach the class.

### Credit Hours

**Min:**
2

## MFTS570 - Systemic Treatment of Substance Abuse

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
570

**Course Description**
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.

### Credit Hours

**Min:**
2

## MFTS571 - Family Violence

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
571

**Course Description**
This course will focus on the dynamics, assessments and interventions regarding family violence and child abuse. The course will examine theories, multiple assessments, treatments & interventions, as well as social & scientific controversies regarding family violence and child abuse. The course will encourage self reflection regarding the definition, function, & various experiences of abuse and violence in society and the family. The course will address gender and cultural issues regarding both victims and perpetrators of family violence and child abuse. The course will examine how marriage & family therapists in their clinical practice can assess for and treat families experiencing violence and abuse.

### Credit Hours

**Min:**
1

## MFTS572 - Gender Issues in Family Therapy

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
572

**Course Description**
Gender issues and their impact on societal norms and values, the development of problems and the process of therapeutic intervention are examined.

### Credit Hours

**Min:**
1

## MFTS573 - Group Therapy

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
573

**Course Description**
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.

### Credit Hours

**Min:**
1

## MFTS574 - Aging Issues in Family Therapy

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
574

**Course Description**
Issues relevant to family therapists working with adults in later life and their families are addressed. Special attention is given to assessment skills, including intergenerational history and patterns, ethnicity, SES, gender and cultural factors. Common life-cycle issues, such as retirement, are addressed, as are problems experienced by a significant number of elderly people, including illness, long-term care and loss.

### Credit Hours

**Min:**
1

## MFTS575 - Social Neuroscience for Family Therapists

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
575

**Course Description**
Social Neuroscience seeks to understand the psychological and biological bases of social behavior. How does the brain support our social relationships and how do our social experiences affect the brain, body and physical health? Family life is a primary incubator for brain development, especially for children. In this course, topics such as attachment, stress and coping, empathy, emotional regulation, family emotional environment and aging will be explored with a focus on application of research findings into clinical interventions.

### Credit Hours

**Min:**
1

## MFTS576 - Self of the Therapist

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
576

**Course Description**
This experiential learning course focuses on the student's own family experiences and the impact of these experiences on the student's work as a family therapist.

### Credit Hours

**Min:**
1

## MFTS577 - Treatment of Severe Mental Illness

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
577

**Course Description**
The purpose of this course is to teach MFT students effective strategies for the treatment of severe mental illness through a balanced exploration of current trends in treatment planning and delivery, research and outcomes, various theoretical perspectives and the specific needs of this unique population of clients. An emphasis will be placed on principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.

### Credit Hours

**Min:**
3

## MFTS578 - Spiritual Issues in Family Therapy

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
578

**Course Description**
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.

### Credit Hours

**Min:**
1

## MFTS579 - SOLES Experimental Topics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
579

**Course Description**
This course number is used by SOLES for experimental topics courses. The title and content of each 579 course will vary by topic and program/department. If more than one 579 course is offered during a single semester, section numbers will allow for identification of the course.

### Credit Hours

**Min:**
1

**Max:**
3

**Number Of Repeats:**
80

## MFTS592 - Practicum in MFT

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
592

**Course Description**
Students receive group supervision on issues relevant to the treatment process including client-therapist match, resistance and change, assessment, treatment planning and the self of the therapist.

### Credit Hours

**Min:**
0

## MFTS595 - Practicum in MFT 1

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
595

### Credit Hours

**Min:**
5

## MFTS595P - Practicum in MFT 1

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
595P

**Course Description**
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.

### Credit Hours

**Min:**
5

### Course Attributes

**Course Attributes**
PS

## MFTS596 - Practicum in MFT 2

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
596

### Credit Hours

**Min:**
5

## MFTS596P - Practicum in MFT 2

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
596P

**Course Description**
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.

**Credit Hours**

**Min:**
5

### Course Attributes

**Course Attributes**
PS

## MFTS597 - Practicum in MFT 3

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
597

**Credit Hours**

**Min:**
0

**Max:**
5

## MFTS597P - Practicum in MFT 3

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
597P

**Course Description**
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 orlive observation of their work.

**Credit Hours**

**Min:**
5

### Course Attributes

**Course Attributes**
PS

## MFTS598 - Practicum Ext

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
598

**Credit Hours**

**Min:**
1

**Max:**
5

## MFTS598P - Practicum Extension

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
598P

**Course Description**
This course provides continuing group supervision for students who need to complete a substantial number of clinical hours after completing three semesters ofPracticum.

**Credit Hours**

**Min:**
1

**Max:**
5

## MFTS599 - Independent Study

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
MFTS

**Course Number**
599

**Course Description**
Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signatures of the faculty supervisor, Program Director/Department Chair and the Associate Dean prior to registering for the course.

**Credit Hours**

**Min:**
0

**Max:**
6

## MKTG800 - Online Marketing Fundamentals (Previous #:BUS701BB)

### General

**College/School**
Professional & Continuing Educ

**Course Subject Code**
MKTG

**Course Number**
800

**Credit Hours**

**Min:**
1

## MSBA500 - Introduction to Data Analytics & Business Concepts

### General

**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
500

**Course Description**
This course introduces the data analytics process (acquisition, exploration, pre-processing, analysis, etc.) and concepts (data sources, structured vs. unstructured data, descriptive / prescriptive / predictive analytics). There will be an emphasis on formulating the problem and defining data needs and missing data issues. Students will develop key skills in Excel, including shortcut keys, text functions, date functions, logical functions, aggregate functions, if statements, vlookup, index match, nested statements, filters, pivot tables, and macros.

### Credit Hours
**Min:**
2

## MSBA501 - Applied Statistics

### General
**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
501

**Course Description**
This course examines how managers use data as the key input for systematic business problem-solving. Topics will include collecting data, describing and presenting data, probability, statistical inference, regression analysis, forecasting, and risk analysis. Special emphasis will be given to computer techniques, especially using Excel, for statistical analysis and problem solving. Students will gain experience with common business processes and business skills practiced such as gathering and organizing data, quantitative data analysis, forecasting, decision-making under uncertainty and communicating or presenting results. Prerequisites: MSBA 500.

### Credit Hours
**Min:**
2

## MSBA502 - Analytics Programming I

### General
**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
502

**Course Description**
This course will apply programming skills in Python and R for predictive analytics. Topics will include, but not be limited to, programming, repository management, preprocessing and cleaning data, documentation and reproducibility, machine learning, and validation. Students will understand how to clean a data set and apply a predictive algorithm using the edited data. Prerequisites: MSBA 500.

### Credit Hours
**Min:**
2

## MSBA503 - Analytics Programming II

### General
**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
503

**Course Description**
This course is a continuation of Analytics Programming I with a focus on unstructured data and analytical tools, artificial intelligence and machine learning. Students will apply these tools using Python and R. Prerequisites: MSBA 502.

### Credit Hours
**Min:**
2

## MSBA504 - Data Management

### General
**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
504

**Course Description**
This course will provide students with an introduction to relational databases concepts, data warehousing, and Structure Query Language (SQL). Prerequisites: MSBA 500.

### Credit Hours
**Min:**
2

## MSBA505 - Interactive Data Visualization

### General
**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
505

**Course Description**
Building upon relational database concepts, this course will focus on the principles of effective data visualizations, and interactive data visualization. Tools covered will be Tableau and Power BI. Prerequisites: MSBA 501.

### Credit Hours
**Min:**
3

## MSBA506 - Prescriptive Analytics

### General
**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
506

**Course Description**
This course will provide students with the skills necessary to be able to approach decision making in a systematic manner. Using spreadsheets as the medium, this course will examine such topics as modeling, decision analysis tools, constrained optimization methods, and Monte Carlo simulation. This course will also provide students with experience using these tools in such areas as marketing, finance and operations. Prerequisites: MSBA 501.

### Credit Hours
**Min:**
2

## MSBA507 - Data for Social Good

### General
**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
507

**Course Description**
This course will explore how data is used in non-profits, schools, granting agencies and social enterprises to further an organizations ability to address its triple bottom line. In this class, different analytics techniques will be explored to investigate social impact analysis, marketing analytics for non-profits, donor data analytics, funding analytics for foundations and business efficiencies as they relate to the building, measuring and monitoring of social programming. Prerequisites: MSBA 500.

### Credit Hours

**Min:**
3

## MSBA508 - Technical Communication

### General

**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
508

**Course Description**
This course will teach students how to make data-driven presentations (written and oral). Students will learn the mechanics of slide design, the art of telling a data-driven story, and will practice presentation skills. Prerequisites: MSBA 501.

### Credit Hours

**Min:**
1

## MSBA510 - International Consulting Project

### General

**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
510

**Course Description**
Students will work in teams to design and develop solutions to a business problem or strategic initiative for a company abroad. The project will provide hands-on experience of the people, markets, economic policies, and business practices of the country in which the company operates. Students will apply creativity and analytical tools to complete the project and communicate results to clients. Prerequisites: MSBA 503.

### Credit Hours

**Min:**
3

## MSBA511 - Data Mining for Business Analytics

### General

**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
511

**Course Description**
This course will develop students' data literacy by discussing current data mining techniques and practices in business contexts. Topics include: market basket analysis, recommender systems and collaborative filtering, clustering and segmentation, classification (decision trees, neural networks, and logistic regression etc.), text analytics. For each of these techniques, the emphasis will be on developing the intuition with the aim of business application. The algorithmic details will be covered only to the extent necessary to understand when and how each technique can be used. Students will use IBM SPSS Modeler throughout this course to independently conduct data mining / predictive analytics projects. Prerequisites: MSBA 503.

### Credit Hours

**Min:**
3

## MSBA512 - Capstone Project

### General

**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
512

**Course Description**
Students will work in teams with an industry partner to refine a business problem, identify necessary data to solve the problem, and statistically analyze existing data to develop solutions to the business problem or strategic initiative. Using company-specific data students will utilize the programming, statistical, and business knowledge learned during the program to develop a solution to a business problem for the industry partner. Each team will have a faculty advisor and a key industry partner. Students will have interim presentations to the client and to classmates. Students will complete the project and communicate the results to clients via a presentation and a written report. Prerequisites: MSBA 510.

### Credit Hours

**Min:**
3

## MSBA530 - Accounting Analytics

### General

**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
530

**Course Description**
This course will explore how financial statement data and non-financial metrics can be linked to financial performance. In this course, students will learn how data is used to assess what drives financial performance and to forecast future financial scenarios. While many accounting and financial organizations deliver data, accounting analytics deploys that data to deliver insight, and this course will explore the many areas in which accounting data provides insight into other business areas including consumer behavior predictions, corporate strategy, risk management, optimization, and more. By the end of this course, students will understand how financial data and non-financial data interact to forecast events, optimize operations, and determine strategy. Prerequisites: MSBA 503.

### Credit Hours

**Min:**
3

## MSBA531 - Forecasting / Applied Time Series Analysis

### General

**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
531

**Course Description**
This course will examine the business cycle and techniques for forecasting fluctuations. The emphasis of the course will be 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 will include lead-lag, exponential smoothing, and econometric and ARIMA (Box-Jenkins) time series analysis. Prerequisites: MSBA 503.

### Credit Hours
**Min:**
3

## MSBA532 - Financial Analytics

### General
**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
532

**Course Description**
This course will provide a detailed, hands-on examination of financial modeling techniques applied to optimal decision making in the areas of corporate finance and investment banking. Topics will include the construction of comprehensive valuation models (including capital structure and dividend policy modifications), use of precedent transactions and comparable companies in valuation, strategic industry examination, and application of valuation in the context of mergers and acquisitions. Students will make extensive use of Microsoft Excel. Prerequisites: MSBA 503.

### Credit Hours
**Min:**
3

## MSBA533 - Digitization and Agile Decision Making

### General
**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
533

**Course Description**
This course will prepare students to understand the main elements of the digital transformation process and apply their knowledge to a case company. The course will cover academic and practitioner insights and frameworks relating to business analytics and digitization. This includes key data analytics tools, major decision support tools, data visualization, and digitization. Prerequisites: MSBA 503.

### Credit Hours
**Min:**
3

## MSBA534 - Marketing Analytics

### General
**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
534

**Course Description**
This course will take an applied, data driven, approach to understanding how analytics can help firms with various insights such as measuring the effectiveness of promotions, estimating sales, and segmenting their customers. Students will learn how different types of data and analytical methodologies can be used to solve these problems. They will also develop proficiency in communicating their insights to a managerial audience. Prerequisites: MSBA 505.

### Credit Hours
**Min:**
3

## MSBA535 - Operations & Supply Chain Analytics

### General
**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
535

**Course Description**
This course will develop advanced ability to use quantitative methods and Excel spreadsheet to build effective models for operational decisions. In the first part of the course, students will learn several analytical tools for operational decision making, including inventory management, demand forecast and capacity analysis. Students will apply those skills in a simulation to manage a company. In the second part of the course, students will focus on advance spreadsheet modeling that integrate optimization, simulation and decision analysis. Prerequisites: MSBA 503.

### Credit Hours
**Min:**
3

## MSBA594 - Special Topics

### General
**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
594

**Course Description**
Topics of current interest in business analytics study. Course content and structure will differ depending on instructor. Students should consult their advisor for course description(s) for any given semester. Prerequisites: MSBA 500

### Credit Hours
**Min:**
3

## MSBA598 - Internship

### General
**College/School**
School of Business

**Course Subject Code**
MSBA

**Course Number**
598

**Course Description**
Applied learning experience working for a business, government, or nonprofit organization. Students undertaken 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 3 units.

### Credit Hours
**Min:**
1

**Max:**
3

## MSCM501 - Supply Chain Strategy and Design

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
501

**Course Description**
Introduces the concept of a supply chain as a complete system that begins with raw materials and delivers value to the end customer. The student will learn to use a variety of conceptual models to describe and classify supply chains in terms of how they are designed and configured to maximize that value, with the emphasis always being on the entire system rather than any individual component. The objective is to recognize and correct supply chain designs that are mismatched to their environments and to direct attention to the critical elements that must be managed. Discusses current trends in Supply Chain Management in terms of how they contribute to maximizing customer value.

### Credit Hours

**Min:**
3

## MSCM502 - Logistics and Distribution Management

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
502

**Course Description**
Distribution and logistics management is a critical element of supply chain management because distribution and logistics expenses often represent the largest single category of costs faced by a company and logistics activities touch all aspects of supply chain performance, creating value and competitive differentiation. Students will gain an in-depth understanding of basic distribution and logistics management principles and be able to identify those distribution and logistics issues critical to supply chain managers in today's business environment and to project their likely impact on overall business performance. Students will become familiar with contemporary concepts and techniques and be able to use these for analyzing and resolving distribution and logistics problems. Prerequisites: MSCM 501 or GSBA 506.

### Credit Hours

**Min:**
3

## MSCM503 - Supply Management

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
503

**Course Description**
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.

### Credit Hours

**Min:**
3

## MSCM504 - Operations Management

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
504

**Course Description**
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.

### Credit Hours

**Min:**
3

## MSCM505 - International Negotiations

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
505

**Course Description**
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.

### Credit Hours

**Min:**
2

## MSCM505A - International Negotiations I

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
505A

**Course Description**
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. (Part I)

### Credit Hours

**Min:**
1

## MSCM505B - International Negotiations II

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
505B

**Course Description**
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. (Part II)

### Credit Hours

**Min:**
1

## MSCM506 - Law, Ethics and Contracts for Supply Chain Management

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
506

**Course Description**
Explores the legal context of supply chain management in areas of contract formation, obligations, remedies and dispute resolution in an international setting. Examines the overlapping roles of ethics and regulation in defining socially responsible business enterprise and standards for behavior. Three basic ethical theories are applied to supply chain management, especially purchasing. Current issues of social and environmental justice are introduced as catalysts for proactive policy formation and world-class supply chain performance. Ethics, diversity and legal issues are of 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.

### Credit Hours

**Min:**
2

## MSCM507 - Leadership and Change Management for Supply Chain Managers

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
507

**Course Description**
This course is designed to assist students in the practice of ethical leadership and management of change. As a result of actively participating in this course, students will understand theories and practices of leadership, the properties of influence and strategies to control internal and external perceptions. Students will begin to map their current and future organizations, suppliers and e involvement in organization change interventions.

### Credit Hours

**Min:**
2

## MSCM509 - Leading High Performing Teams

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
509

### Credit Hours

**Min:**
3

## MSCM511 - Finance and Risk Management

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
511

**Course Description**
Supply Chain Managers require knowledge of finance tenable analysis of projects, the justification for proactive investments and estimation of supply chain costs. Topics addressed include: financial statements analysis, valuation, capital budgeting (net present value, internal rate of return, management of working capital, international financial markets and risk management (options, futures contracts, forward contracts).

### Credit Hours

**Min:**
2

## MSCM512 - Strategic Cost Management

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
512

**Course Description**
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.

### Credit Hours

**Min:**
3

## MSCM513 - Supply Chain Analytics

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
513

**Course Description**
This course introduces the data analytics process (acquisition, exploration, pre-processing, analysis) and concepts (structured vs. unstructured data, descriptive / prescriptive / predictive analytics). It will also introduce commonly used analytical and modeling approaches and demonstrate their applications to various domains of a supply chain, including, for example, logistics, production and sourcing, inventory management and forecasting.

### Credit Hours
**Min:**
2

## MSCM514 - Sustainable Global Supply Chain Management

### General
**College/School**
School of Business

| Course Subject Code | Course Number |
|---|---|
| MSCM | 514 |

**Course Description**
Sustainability and social responsibility are rapidly evolving issues facing supply chain professionals' organizations in all sectors. Further, global challenges within increasingly extended supply chains means that it is now impossible for an organization to ignore regulatory, economic, environmental and reputational pressures to address the sustainability agenda of 'people, planet and profits'. The evolving agenda for sustainable practice presents both opportunities and significant risk to upstream and downstream supply chain decision making. The aim of this course is to equip students with a deeper understanding of the CSR agenda, providing them with the wherewithal to have a positive impact on their organization and to raise their awareness of the moral and ethical concerns facing global organizations within this agenda. This course will focus on the nature, definition and evaluation of issues relating to CSR. Students will be introduced to the core issues faced in environmental sustainability from a robust total systems perspective and incorporating a basic review of the scientific evidence pertaining to environmental impact. Students will also be introduced to the social, health and safety risks and remedies available to supply professionals when sourcing internationally, including trends in global regulatory requirements. Further, specific measurement and reporting protocols will be examined in order to provide a proactive compliance strategy.

### Credit Hours
**Min:**
2

## MSCM515 - Value Network Management

### General
**College/School**
School of Business

| Course Subject Code | Course Number |
|---|---|
| MSCM | 515 |

**Course Description**
"Competition does not take place between organizations, but between competing value networks." This course is concerned with examining the nature and development of strategic advantage through networks of coordinating and collaborating partners. The course serves as a capstone for the MS-SCM and adopts a critical perspective to the fields of strategic management, human relations, behavioral science and innovation. It is intended to both consolidate prior studies and develop strategies for future personal development. This course begins by analyzing contemporary understanding of human behavior within the context of complex network relationship interactions. It addresses the theories and mechanics involved in development and management of dyadic and triadic relationships, including the economics of trust and the various schools of thoughts associated with strategic capabilities. This course also addresses the complex nature of innovation set within networks, specifically exploring the Schumpeterian approach to strategies for collaborative innovation. Students will learn about developing and managing integrated relationships, knowledge and resources, identifying opportunities for strategic improvement and developing their understanding of strategic value network through reflective learning and join problem-solving. Prerequisites: (GSBA 506 or MSCM 504) AND ((GSBA 563 or MSCM 514) OR (GSBA 561 or MSCM 503))

### Credit Hours
**Min:**
3

## MSCM516 - Supply Chain Seminars

### General
**College/School**
School of Business

| Course Subject Code | Course Number |
|---|---|
| MSCM | 516 |

**Course Description**
This course provides an overview of the latest trends and best practices in supply chain management. It covers a range of topics including supply chain design, logistics, inventory management, demand forecasting, and supplier management. The course also focuses on current issues such as sustainability, digitalization, and globalization in supply chain management. Students will learn from leading professionals in the field through interactive sessions with guest speakers from industry and academia.

### Credit Hours
**Min:**
1

## MSCM526 - Int'l Negotiations

### General
**College/School**
School of Business

| Course Subject Code | Course Number |
|---|---|
| MSCM | 526 |

### Credit Hours
**Min:**
2

## MSCM531 - Project Management Principles

### General
**College/School**
School of Business

| Course Subject Code | Course Number |
|---|---|
| MSCM | 531 |

**Course Description**
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.

### Credit Hours
**Min:**
2

## MSCM533 - Supply Chain Capstone Project

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
533

**Course Description**
The advanced integrative project is a supply chain-based project course. Students are encouraged to identify and scope the project (with assistance from the instructor if necessary) and the project should be approved by the course instructor. Depending on scope, a project may be conducted in a team environment upon instructor approval. Topics addressed in this course also include team formation, developing charters, project management, quantifying financial impacts and presentation skills. This course is often split into two parts across multiple terms.

### Credit Hours

**Min:**
3

## MSCM533A - Integrative Project I

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
533A

**Course Description**
The advanced integrative project is a supply chain-based project course. Students are encouraged to identify and scope the project (with assistance from the instructor if necessary) and the project should be approved by the course instructor. Depending on scope, a project may be conducted in a team environment upon instructor approval. Topics addressed in this course also include team formation, developing charters, project management, quantifying financial impacts and presentation skills. This course is often split into two parts across multiple terms.

### Credit Hours

**Min:**
1

## MSCM533B - Integrative Project II

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
533B

**Course Description**
The advanced integrative project is a supply chain-based project course. Students are encouraged to identify and scope the project (with assistance from the instructor if necessary) and the project should be approved by the course instructor. Depending on scope, a project may be conducted in a team environment upon instructor approval. Topics addressed in this course also include team formation, developing charters, project management, quantifying financial impacts and presentation skills. This course is often split into two parts across multiple terms.

### Credit Hours

**Min:**
2

## MSCM551 - Supply Management

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
551

### Credit Hours

**Min:**
1

**Max:**
6

## MSCM552 - Operational Processes

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
552

### Credit Hours

**Min:**
1

**Max:**
6

## MSCM553 - Logistics and Supply Chain Systems

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
553

### Credit Hours

**Min:**
1

**Max:**
6

## MSCM554 - Strategic Cost Management

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
554

### Credit Hours

**Min:**
1

**Max:**
6

## MSCM555 - International Negotiations

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
555

### Credit Hours

**Min:**
1

**Max:**
6

**Number Of Repeats:**
99

## MSCM558 - Project Management Principles

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
558

**Course Description**
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, qualifying financial impacts, and presentation skills.

### Credit Hours

**Min:**
3

## MSCM559 - Integrative Project

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
559

### Credit Hours

**Min:**
1

**Max:**
6

## MSCM560 - Supply Chain Systems

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
560

### Credit Hours

**Min:**
3

## MSCM561 - Supply Chain Strategy and Design

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
561

**Course Description**
Introduces the concept of a supply chain as a complete system that begins with raw materials and delivers value to the end customer. The student will learn to use a variety of conceptual models to describe and classify supply chains In terms of how they are designed and configured to maximize that value, with the emphasis always being on the entire system rather than any individual component. The objective is to recognize and correct supply chain designs that are mismatched to their environments and to direct attention to the critical elements that must be managed. Discusses current trends in Supply Chain Management in terms of how they contribute to maximizing customer value.

### Credit Hours

**Min:**
3

## MSCM562 - Operational Processes

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
562

**Course Description**
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.

### Credit Hours

**Min:**
3

## MSCM563 - Supply Management

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
563

**Course Description**
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.

### Credit Hours

**Min:**
3

## MSCM564 - Strategic Cost Management

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
564

**Course Description**
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.

**Credit Hours**
**Min:**
3

## MSCM565 - Finance and Risk Management

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
565

**Course Description**
Supply Chain Managers require knowledge of finance tenable analysis of projects, the justification for proactive investments and estimation of supply chain costs. Topics addressed include: financial statements analysis, valuation, capital budgeting (net present value, internal rate of return, management of working capital, international financial markets and risk management (options, futures contracts, forward contracts).

**Credit Hours**
**Min:**
2

## MSCM566 - Project Management Principles

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
566

**Course Description**
The integrative project is a core element of 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.

**Credit Hours**
**Min:**
3

## MSCM571 - Leadership & Ethics for Supply Chain Managers

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
571

**Credit Hours**
**Min:**
1

**Max:**
6

## MSCM572 - World-Class Supplier Development

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
572

**Credit Hours**
**Min:**
1

**Max:**
6

## MSCM573 - Organization Change Management

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
573

**Credit Hours**
**Min:**
1

**Max:**
6

## MSCM574 - Global Supply Management

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
574

**Credit Hours**
**Min:**
1

**Max:**
6

## MSCM575 - Law, Ethics, and Contracts for Supply Chain Management

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
575

**Credit Hours**
**Min:**
1

**Max:**
6

## MSCM576 - Finance for Supply Chain Managers

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
576

**Credit Hours**
**Min:**
1

**Max:**
6

## MSCM577 - Marketing in a Supply Chain Management Context

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
577

**Credit Hours**

**Min:**
1

**Max:**
6

## MSCM578 - Value Network Management

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
578

**Credit Hours**

**Min:**
1

**Max:**
6

**Number Of Repeats:**
99

## MSCM581A - International Negotiations

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
581A

**Course Description**
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.

**Credit Hours**

**Min:**
1

## MSCM581B - International Negotiations II

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
581B

**Course Description**
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. Prerequisites: MSCM 581A.

**Credit Hours**

**Min:**
1

## MSCM581C - International Negotiations III

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
581C

**Course Description**
Addresses the art and science of negotiation with "science" learned through readings and "art" learned through experience gained in simulated negotiations. These negotiations normally are set in a foreign country, exposing participants to nuances of conducting business abroad. Helps integrate the program with work conducted both on-line and during the residence sessions held on campus. Prerequisites: MSCM 581B.

**Credit Hours**

**Min:**
1

## MSCM582 - Distribution and Logistics Management

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
582

**Course Description**
Distribution and logistics management is a critical element of supply chain management because distribution and logistics expenses often represent the largest single category of costs faced by a company and logistics activities touch all aspects of supply chain performance, creating value and competitive differentiation. Students will gain an in-depth understanding of basic distribution and logistics management principles and be able to identify those distribution and logistics issues critical to supply chain managers in today’s business environment and to project their likely impact on overall business performance. Students will become familiar with contemporary concepts and techniques and be able to use these for analyzing and resolving distribution and logistics problems.

**Credit Hours**

**Min:**
2

## MSCM583 - Leadership and Change Management for Supply Chain Managers

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
583

**Course Description**
This course is designed to assist students in the practice of ethical leadership and management of change. As a result of actively participating in this course, students will understand theories and practices of leadership, the properties of influence and strategies to control internal and external perceptions. Students will begin to map their current and future organizations, suppliers and e involvement in organization change interventions.

### Credit Hours
**Min:**
3

## MSCM584 - Law, Ethics and Contracts for Supply Chain Management

### General
**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
584

**Course Description**
Explores the legal context of supply chain management in areas of contract formation, obligations, remedies and dispute resolution in an international setting. Examines the overlapping roles of ethics and regulation in defining socially responsible business enterprise and standards for behavior. Three basic ethical theories are applied to supply chain management, especially purchasing. Current issues of social and environmental justice are introduced as catalysts for proactive policy formation and world-class supply chain performance. Ethics, diversity and legal issues are of 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.

### Credit Hours
**Min:**
3

## MSCM585 - Sustainable Global Supply Chain Management

### General
**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
585

**Course Description**
Sustainability and social responsibility are rapidly evolving issues facing supply chain professionals' organizations in all sectors. Further, global challenges within increasingly extended supply chains means that it is now impossible for an organization to ignore regulatory, economic, environmental and reputational pressures to address the sustainability agenda of 'people, planet and profits'. The evolving agenda for sustainable practice presents both opportunities and significant risk to upstream and downstream supply chain decision making. The aim of this course is to equip students with a deeper understanding of the CSR agenda, providing them with the wherewithal to have a positive impact on their organization and to raise their awareness of the moral and ethical concerns facing global organizations within this agenda. This course will focus on the nature, definition and evaluation of issues relating to CSR. Students will be introduced to the core issues faced in environmental sustainability from a robust total systems perspective and incorporating a basic review of the scientific evidence pertaining to environmental impact. Students will also be introduced to the social, health and safety risks and remedies available to supply professionals when sourcing internationally, including trends in global regulatory requirements. Further, specific measurement and reporting protocols will be examined in order to provide a proactive compliance strategy

### Credit Hours
**Min:**
2

## MSCM586 - Value Network Management

### General
**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
586

**Course Description**
"Competition does not take place between organizations, but between competing value networks." This course is concerned with examining the nature and development of strategic advantage through networks of coordinating and collaborating partners. The course serves as a capstone for the MS-SCM and adopts a critical perspective to the fields of strategic management, human relations, behavioral science and innovation. It is intended to both consolidate prior studies and develop strategies for future personal development. This course begins by analyzing contemporary understanding of human behavior within the context of complex network relationship interactions. It addresses the theories and mechanics involved in development and management of dyadic and triadic relationships, including the economics of trust and the various schools of thoughts associated with strategic capabilities. This course also addresses the complex nature of innovation set within networks, specifically exploring the Schumpeterian approach to strategies for collaborative innovation. Students will learn about developing and managing integrated relationships, knowledge and resources, identifying opportunities for strategic improvement and developing their understanding of strategic value network through reflective learning and join problem-solving.

### Credit Hours
**Min:**
3

## MSCM598 - Integrative Project

### General
**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
598

### Credit Hours
**Min:**
1

**Max:**
6

## MSCM599 - Advanced Integrative Project

### General
**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
599

**Course Description**
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 S CMI 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

### Credit Hours
**Min:**
1

**Max:**
3

**Number Of Repeats:**
99

## MSCM599A - Advanced Integrative Project I

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
599A

**Course Description**
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.

### Credit Hours

**Min:**
1

## MSCM599B - Advanced Integrative Project II

### General

**College/School**
School of Business

**Course Subject Code**
MSCM

**Course Number**
599B

**Course Description**
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. Prerequisites: MSCM 599A.

### Credit Hours

**Min:**
2

## MSEL501 - Preparing for Leadership:Self-Appraisal and Analysis

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
501

### Credit Hours

**Min:**
3

**Max:**
6

## MSEL502 - Optimizing Individual Learning

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
502

### Credit Hours

**Min:**
1

**Max:**
6

## MSEL503 - Organizational Ethics I

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
503

### Credit Hours

**Min:**
1

**Max:**
6

## MSEL504 - Data Analysis and Decision-Making

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
504

### Credit Hours

**Min:**
3

**Max:**
6

## MSEL505 - Communicating your Leadership Point of View

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
505

### Credit Hours

**Min:**
1

**Max:**
6

## MSEL506 - Understanding Customers and Markets

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
506

### Credit Hours

**Min:**
3

**Max:**
6

## MSEL507 - Partnering for Performance Using Situational Leadership II

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
507

**Credit Hours**

**Min:**
1

**Max:**
6

## MSEL508 - Accounting:Reporting and Decision-Making

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
508

**Credit Hours**

**Min:**
3

**Max:**
6

## MSEL509 - Leading High-Performing Teams

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
509

**Credit Hours**

**Min:**
3

**Max:**
6

## MSEL510 - Financial Management and Investments

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
510

**Credit Hours**

**Min:**
3

**Max:**
6

## MSEL511 - Leadership in a Global Context

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
511

**Credit Hours**

**Min:**
1

**Max:**
6

## MSEL512 - Organizational Ethics II

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
512

**Credit Hours**

**Min:**
1

**Max:**
6

## MSEL513 - Sustaining Competitive Advantage:The Learning Organization

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
513

**Credit Hours**

**Min:**
1

**Max:**
6

## MSEL514 - Leading Change

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
514

**Credit Hours**

**Min:**
1

**Max:**
6

## MSEL515 - Leadership for High Performing Organizations:Foundations

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
515

**Credit Hours**

**Min:**
1.5

**Max:**
3

## MSEL516 - Ldrshp Global Contex

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
516

**Credit Hours**

**Min:**
1.5

## MSEL517 - Leadership for High Performing Orgs:Crafting the Future

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
517

### Credit Hours

**Min:**
1

**Max:**
6

## MSEL520 - Preparing for Leadership: Self Appraisal & Analysis

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
520

**Course Description**
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.

### Credit Hours

**Min:**
3

## MSEL521 - Optimizing Individual Learning

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
521

**Course Description**
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.

### Credit Hours

**Min:**
1.5

## MSEL522 - Leadership, Power & Politics

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
522

**Course Description**
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.

### Credit Hours

**Min:**
1.5

## MSEL523 - Ethics and Leadership

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
523

**Course Description**
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.

### Credit Hours

**Min:**
1.5

## MSEL524 - Communicating your leadership Point of View

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
524

**Course Description**
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. MSEL524 concludes the formal self-leadership segment of the MSEL curriculum and focuses primary attention on Leadership and Best Business Practices.

### Credit Hours
**Min:**
1.5

## MSEL525 - Effective Decision Making

### General
**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
525

**Course Description**
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; and 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 and resolve 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.

### Credit Hours
**Min:**
1.5

## MSEL526 - Culture at Work: Putting Principles into Practice

### General
**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
526

**Course Description**
This course takes you through the practical elements of building a workplace culture where people engage in work each day, contribute to something bigger than themselves, learn and feel they belong, are liberated by values, and go home happy. Students will learn strategies and tools for identifying and developing people's capabilities so that they can design a culture that promotes individual needs and behaviors as well as managing performance and developing potential. Research shows that 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. Topics include leading a purpose-driven organization; leadership development and succession planning; importance of vision, values and culture; employee engagement; leadership competencies; and coaching fundamentals. The content focuses on best practices that help ensure sustained employee fit, effectiveness and mastery. You will leave the course with specific insights for changes and enhancements to your workplace culture and an implementation strategy for people's growth and success.

### Credit Hours
**Min:**
1.5

## MSEL527 - Partnering for Performance Using SLII®

### General
**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
527

**Course Description**
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

### Credit Hours
**Min:**
1.5

## MSEL528 - Problem Solving & Negotiation

### General
**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
528

**Course Description**
Business people operate in environments in which political and economic pressures are strong and in which resources–natural, human, 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.

### Credit Hours
**Min:**
1.5

## MSEL529 - Leadership in a Team Context

### General
**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
529

**Course Description**
This course examines the challenges and possibilities of leading teams and developing the skills to lead teams successfully. Topics include stages of team development; team dynamics and observation skills; leadership interventions; team chartering; conflict management; and the effects of social diversity on leading teams. Teaching methods are highly experiential and include assessments, role-plays, case studies, simulations, skill practice and a writing project documenting a team leadership experience.

### Credit Hours
**Min:**
1.5

## MSEL530 - Leadership in a Global Context

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
530

**Course Description**
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.

### Credit Hours

**Min:**
1.5

## MSEL531 - Leading Organizational Change

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
531

**Course Description**
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.

### Credit Hours

**Min:**
1.5

## MSEL532 - Designing Organizational Culture: Values & Alignment

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
532

**Course Description**
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.

### Credit Hours

**Min:**
1.5

## MSEL533 - Innovation and Organizational Learning

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
533

**Course Description**
Common business processes and skills practiced will assisting defining, understanding and developing a learning organization. The 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.

### Credit Hours

**Min:**
1.5

## MSEL534 - Marketing Strategy, Structure & Process

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
534

**Course Description**
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. The 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.

### Credit Hours

**Min:**
2.25

## MSEL535 - Accounting for Organizational Leaders

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
535

**Course Description**
This course introduces the financial reporting system that business entities use to measure and communicate their financial results. Together with MSEL 539, this course presents the responsibilities, analytical approaches and leadership strategy implications of the accounting and financial officer of a company. This course integrates the external (investor) and the internal (financial leadership) perspectives, and explores the role of ethical decision making in financial reporting and capital markets. Learning methods include lecture, in-class case analysis, discussion, an ethics essay and a comparative analysis project.

### Credit Hours
**Min:**
2.25

## MSEL536 - Corporate Governance

### General
**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
536

**Course Description**
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—e.g. 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.

### Credit Hours
**Min:**
1.5

## MSEL537 - Executing Strategic Initiative

### General
**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
537

**Course Description**
Execution is essential for all great strategies. As such, the focus of this course will be on developing excellence in execution 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.

### Credit Hours
**Min:**
1.5

## MSEL538 - Leadership for the Future

### General
**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
538

**Course Description**
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.

### Credit Hours
**Min:**
1.5

## MSEL539 - Finance for Organizational Leaders

### General
**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
539

**Course Description**
This course covers the responsibilities, analytical approaches, and leadership strategy implications of financial officers in public and private organizations. The course will review how investors view the corporation as an investment, and the responsibilities of the financial manager in maximizing the company's shareholders' wealth. To help guide manager's strategic direction decision-making, we will develop valuation techniques and processes in capital allocation, with emphasis on data analytics using a spreadsheet program. Learning methods primarily include lecture, problem solving, in-class case analysis and discussion, and a comprehensive valuation project. Prerequisites: MSEL 535.

### Credit Hours
**Min:**
2.25

## MSEL540 - Introduction to Leadership Theories

### General
**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
540

**Course Description**
Leadership is a reciprocal process expressed through individuals, groups, and organizations. This course provides a survey of leadership theories, including behavioral and trait-based leadership approaches, situational and transformational leadership philosophies, and adaptive and integral leadership methodologies. The leadership frameworks covered in this program will set a foundation for the leadership discussions throughout the program. Learning methods include contemporary readings, self-assessment, lecture/dialogue, experiential exercises, case studies, and film.

### Credit Hours
**Min:**
1.25

## MSEL541 - Analytics for Strategic Decision Making

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
541

**Course Description**
This course introduces basic techniques for analyzing data and using data effectively for strategic decisions. Teaching methods include lecture, case studies and projects. The objective of this course is to apply decision tools and analytical techniques to evaluate and resolve decision problems faced by organizational leaders. Understanding these quantitative and non-quantitative decision techniques will enable leaders to evaluate alternatives, understand risk and achieve optimal results when faced with complicated decision problems.

### Credit Hours

**Min:**
1.75

## MSEL542 - Entrepreneurial Strategies for Organizational Leaders Part 1

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
542

**Course Description**
Leaders of organizations need to be successful corporate entrepreneurs to take their corporations to the next levels of growth. The focus in this course will be on enabling organizational leaders to develop their individual skills as corporate entrepreneurs, as well as how to develop their organization's competences for innovation by designing organizational cultures and structures to foster corporate entrepreneurship. Topics include entrepreneurial mindset, entrepreneurial orientation, different roles in the corporate entrepreneurial process and the roles that leaders must play well, designing effective cultures and structures. This capstone course is offered in two parts and includes an experiential learning project.

### Credit Hours

**Min:**
1.5

## MSEL543 - Entrepreneurial Strategies for Organizational Leaders Part 2

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
543

**Course Description**
Leaders of organizations need to be successful corporate entrepreneurs to take their corporations to the next levels of growth. The focus in this course will be on enabling organizational leaders to develop their individual skills as corporate entrepreneurs, as well as how to develop their organization's competences for innovation by designing organizational cultures and structures to foster corporate entrepreneurship. Topics include entrepreneurial mindset, entrepreneurial orientation, different roles in the corporate entrepreneurial process and the roles that leaders must play well, designing effective cultures and structures. This capstone course is offered in two parts and includes an experiential learning project. Prerequisites: MSEL 542.

### Credit Hours

**Min:**
0.75

## MSEL599 - Independent Study

### General

**College/School**
School of Business

**Course Subject Code**
MSEL

**Course Number**
599

### Credit Hours

**Min:**
0

**Max:**
6

## MSGL501 - Preparing for Global Business Leadership

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
501

**Course Description**
This course provides students with the essential knowledge about their leadership strengths and weaknesses so that they can lead and follow more effectively and ethically. It will launch the journey of leadership self-discovery to strengthen important leadership skills and discover students' hidden potential for leadership. Equally, this course will develop a greater sensitivity to the ethical dimensions of leadership. Learning to recognize the importance of questions of purpose and to understand leadership as a form of service to others is an important insight and a balance to one's personal ambitions.

### Credit Hours

**Min:**
2

## MSGL502 - Global Business Leadership Ethics

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
502

**Course Description**
This course emphasizes the essential concepts associated with business practices and ethical values that prevail for the most effective and successful global leaders. Course objectives include recognizing your own ethical viewpoint and its implications for decision making; appreciating the value inherent in the ethical viewpoints and decision making of others; distinguishing differences in ethical foundations around the globe; identifying the pitfalls of human decision making and their effects in organizations; recognizing the fit between your values and those of an organization.

### Credit Hours

**Min:**
2

## MSGL503 - International Comparative Leadership and Management

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
503

**Course Description**
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. This course also provides an overview of the field of Human Resource Management by highlighting such topics as recruitment, selection, benefits, performance appraisal, compensation, labor relations and recent trends within the context of relevant international laws.

#### Credit Hours

**Min:**
2

**Max:**
6

## MSGL504 - Leadership in a Team Context

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
504

#### Credit Hours

**Min:**
2

## MSGL505 - The Learning Orgnztn

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
505

#### Credit Hours

**Min:**
2

## MSGL506 - Leading Diverse Global Teams

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
506

**Course Description**
This course expands on the multiple leadership models evaluated in the 1st semester and examines their applicability to varied global situations. It provides concepts, mental frameworks, and skills for socially responsible and ethical leadership of international teams. Topics covered include leading multicultural and virtual teams, creative problem solving and conflict resolution, appreciating and capitalizing on cultural diversity, moral considerations in power and politics, promoting multi-national visions, and creating socially responsible organizational cultures.

#### Credit Hours

**Min:**
1

## MSGL507 - Understanding Organizations

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
507

#### Credit Hours

**Min:**
2

**Max:**
6

## MSGL508 - Global Business Communications and Strategy

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
508

**Course Description**
This course focuses on the critical thinking, analysis, and practical skills essential to developing and implementing communications strategies that advance an organization's strategic goals and mission in a highly competitive global business environment. Students will be introduced to various core strategic management concepts and models. The course further emphasizes elements of persuasive communication; how to design messages for culturally diverse and possibly resistant audiences, and how to present that information in a credible, convincing, and professional manner.

#### Credit Hours

**Min:**
2

## MSGL509 - Integrating Leadership Project

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
509

#### Credit Hours

**Min:**
1

## MSGL510 - Global Society

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
510

#### Credit Hours

**Min:**
2

**Max:**
6

## MSGL511 - Global Economics

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
511

### Credit Hours

**Min:**
2

## MSGL512 - Global Politics, Policy and Law

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
512

**Course Description**
This course examines the complex array of political, legal, historical and ethical concerns within the global business environment. Coverage includes non-market strategy; business ethics; diverse interests of various stakeholders; individual versus societal interests; public policy; globalization; and government regulation of, and support for, business.

### Credit Hours

**Min:**
2

## MSGL513 - Understanding International Business

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
513

**Course Description**
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.

### Credit Hours

**Min:**
3

## MSGL514 - Change Management for Global Leaders

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
514

**Course Description**
This course is designed to assist students in the practice of ethical leadership and management of change of international organizations. As a result of actively participating in this course, students will develop their leadership potential and their understanding of the challenges, techniques, and burdens associated with initiating and implementing major change in a global organization. The course will compare organizational development and planned change with other forms of international organizational change, and evaluate the steps associated with a planned organizational change process.

### Credit Hours

**Min:**
2

## MSGL515 - Global Supply Chain Management

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
515

**Course Description**
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.

### Credit Hours

**Min:**
3

## MSGL516 - International Comparative Leadership and Human Resources Management

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
516

**Course Description**
This course prepares 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. This course also provides an overview of the field of Human Resource Management by highlighting such topics as recruitment, selection, benefits, performance appraisal, compensation, labor relations and recent trends within the context of relevant international laws.

### Credit Hours

**Min:**
3

## MSGL520 - Research Methods

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
520

### Credit Hours

**Min:**
1

**Max:**
2

## MSGL521 - Strategic Sourcing and Supply

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
521

### Credit Hours

**Min:**
1

**Max:**
6

## MSGL522 - Project Management

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
522

### Credit Hours

**Min:**
1

**Max:**
6

## MSGL523 - Finance for Global Leaders

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
523

**Course Description**
This course introduces the student to the major topics in corporate finance. The student will learn some of the financial tools used by professionals, and also increase their understanding of the tasks and issues that are relevant to conducting business globally. The emphasis is on applied decision making relevant to the financial manager: investment decision (capital budgeting), financing decision (capital structure), project/asset valuation and using derivatives in managing global management risks. Specific topics include financial accounting principles that provide the foundation for the measurement and communication of financial data (basic statements, financial statement and ratio analysis, analysis of free cash flow), time value of money, valuation of financial instruments (stocks and bonds), capital budgeting, an introduction to capital markets, capital structure issues, dividend policy, global financial markets, and using derivatives to hedge global currency risks.

### Credit Hours

**Min:**
3

## MSGL524 - Operations Research

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
524

### Credit Hours

**Min:**
1

## MSGL525 - International Negotiations

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
525

**Course Description**
This course examines – in a cross-cultural context – the key features of integrative (i.e., pie expanding) and distributive (i.e., pie slicing) negotiations, such as BATNAs, target points, anchoring, resistance points, and creating options. It also explores critically important methods of persuasion, how to use such methods effectively, and how to defend against them. This course also focuses on issues of leadership, ethics and trust and how these issues may be further complicated when negotiating in a cross-cultural context.

### Credit Hours

**Min:**
1

## MSGL526 - Advanced International Negotiations

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
526

**Course Description**
This second course in negotiations builds upon the knowledge delivered in the first Negotiations course and focuses on difficult people and circumstances, problem solving and creativity, multi-party negotiations, and team negotiations – and how these issues may be further complicated when negotiating in a cross-cultural context. In an increasingly interdependent world, the ability to negotiate with people with diverse socio-cultural backgrounds and in different regions of the world is crucial for managers and leaders. This course will offer practical skills to navigate these complex negotiations scenarios. Prerequisites: MSGL 525.

### Credit Hours

**Min:**
1

## MSGL527 - International Strategic Planning and Management

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
527

**Course Description**
This course examines strategic planning, including the development of global analyses, the establishment of prioritization matrices, and the development of appropriate key performance indicators to fulfill strategic objectives. Students will practice strategic problem solving and decision-making from the perspective of global leaders, who are culturally consonant, ethical and innovative. Building on international mergers and acquisitions, the second part of the course is dedicated to strategic implementation tools, including, but not limited to integration tools, implementation matrices, synergistic analyses, and innovation tools. Prerequisites: MSGL 523.

### Credit Hours

**Min:**
3

## MSGL528 - Applied Project Management

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
528

**Credit Hours**

**Min:**
1

**Max:**
6

## MSGL529 - Project Leadership

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
529

**Credit Hours**

**Min:**
1

**Max:**
6

## MSGL531 - Marketing for Global Business

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
531

**Course Description**
This course examines the key elements of marketing and the opportunities and the challenges of operating in a rapidly changing global marketplace. This course will cover topics such as the cultural environment in which marketers operate, market research, segmentation, positioning, promotion, and pricing. Further, this course will focus on practical decision making within a socially responsible and ethical framework.

**Credit Hours**

**Min:**
2

## MSGL532 - Project Management for Global Business

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
532

**Credit Hours**

**Min:**
3

## MSGL533 - Project Leadership for Global Business

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
533

**Credit Hours**

**Min:**
2

## MSGL540 - Global Leadership Capstone Project

### General

**College/School**
School of Business

**Course Subject Code**
MSGL

**Course Number**
540

**Course Description**
This course is the capstone of the global leadership degree. Each student will participate in a project that will model the leadership challenges and behaviors of a corporate manager involved in the global business arena. These projects may involve areas and challenges of finance, marketing, international business, or management. The project will serve to exercise ethical global leadership skills and distinct knowledge gained during the entire curriculum. Prerequisites: MSGL 502, MSGL 513 (or concurrent), MSGL 523, MSGL 527, MSGL 531.

**Credit Hours**

**Min:**
2

## MSHA500 - Foundations: Peace, Justice and Social Change

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
MSHA

**Course Number**
500

**Course Description**
The course introduces students to a series of big ideas for making the world more peaceful and just, and how to apply them in shaping their own lives and careers of purpose. The first half of the course features lectures and discussion sections that explore foundational theories behind peace, justice, and social innovation; where they overlap; and where they are in tension. The second half of the course explores specific fields of inquiry and practice in a more intimate setting, with an emphasis on comparing diverse approaches to common problems. Throughout the course, students will be challenged not simply to learn a spectrum of ideas and practices, but to understand how they fit together, where and how to learn more, and how to craft their own educational and professional trajectories so that they can be part of the change they want to see in the world.

**Credit Hours**

**Min:**
3

## MSHA501 - Foundations of Humanitarian Action

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
MSHA

**Course Number**
501

**Course Description**
The distinction between development aid and humanitarian aid is fast dissolving as complex humanitarian emergencies (CHEs) become protracted and global climate change leads to the increasing scope and frequency of natural disasters. This course will discuss the principles and politics that shape humanitarian

practice and give students the tools to pursue positive outcomes in an increasingly complex humanitarian space. The course will provide an overview of the evolution of humanitarian assistance and an analysis of how this evolution shaped the current humanitarian regime. It will give students a sophisticated sense of the current humanitarian landscape and its different actors, from government donors to UN agencies and local and international NGOs. It will discuss best practices in key humanitarian sectors and give students the knowledge necessary to engage the key conversations and controversies currently shaping humanitarian practice and policy.

### Credit Hours

**Min:**
3

## MSHA513 - Program Design, Monitoring and Evaluation

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
MSHA

**Course Number**
513

**Course Description**
Humanitarian interventions take place in conflict-affected and politically-sensitive contexts. Humanitarian actors have the ethical responsibility to ensure that their work has a positive impact and avoids doing harm. Moreover, there is increasing pressure from donors that limited resources are used in programs to maximize relevance, effectiveness, efficacy, efficiency, impact, and sustainability of funded programs. Accordingly, design, monitoring, and evaluation (DME) have become indispensable parts of humanitarian and peacebuilding programming. This course is designed to prepare students to design, monitor, and evaluate humanitarian interventions. It will feature case studies, hands-on exercises, and specialist guest lectures to develop familiarity with planning tools, evaluation types and designs, metrics and indicators, data collection methods, and human subjects research ethics. Students will be required for their final project to produce an evaluation plan for an appropriate intervention of their choosing. Prerequisites: MSHA 500 & MSHA 501.

### Credit Hours

**Min:**
3

## MSHA520 - Disaster Management and Prevention

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
MSHA

**Course Number**
520

**Course Description**
Climate change and ecological collapse pose growing threats to people, states, and economies. It has been estimated that a 1-degree increase in global temperatures would require a near tripling in disaster response spending over 15 years just to match the current level of humanitarian coverage. However, it has also been shown some truth to the old proverb about ounces of prevention: for every dollar spent on reducing vulnerability to disaster, two dollars are avoided on future damages. This course is designed to introduce students to the basic theories, strategies, and best practices for reducing the risk of hazards and technological disasters in an age of environmental and political instability. Along the way, it will encourage students to think critically about the so-called “triple nexus” between humanitarianism, development, and peacebuilding. Prerequisites: MSHA 500 & MSHA 501.

### Credit Hours

**Min:**
3

## MSHA530 - Humanitarian Diplomacy

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
MSHA

**Course Number**
530

**Course Description**
This course is designed to provide students with two critical frameworks for accessing and operating in humanitarian crises. On the one hand, it explores official, state-level (Track I) bi- or multi-lateral diplomatic efforts to prevent, mitigate, or resolve humanitarian crises. On the other hand, it explores the unofficial (Track II) and micro-level initiatives of humanitarian negotiations engaged in by non-state actors to obtain access to crisis-affected populations, facilitate dialogue among parties to conflict or rivals for resources, and even broker truces, peace agreements, or other arrangements with the potential to reduce human suffering in Complex Humanitarian Emergencies. Prerequisites: MSHA 500 & MSHA 501.

### Credit Hours

**Min:**
3

## MSHA540 - Displacement, Climate and Humanitarian Action

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
MSHA

**Course Number**
540

**Course Description**
Climate change is one of the urgent challenges of our time, and disaster displacement is one of its most devastating consequences. Populations worldwide are suffering the impacts, affecting people living in some of the most fragile and conflict-affected countries disproportionately. This course is designed to address the increasingly important links between climate change and mass migration, illustrating key challenges to, and new horizons of, humanitarian action in the coming decades. Prerequisites: MSHA 500 & MSHA 501.

### Credit Hours

**Min:**
3

## MSHA550 - Humanitarian Safety and Security

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
MSHA

**Course Number**
550

**Course Description**
This course will introduce students to basic concepts, strategies, and practices for promoting safety and security in a humanitarian emergency. It will include modules on international humanitarian law, the system of global governance designed to tackle “problems without passports,” the responsibility to protect (R2P), humanitarian access negotiations, and best practices in the field. Prerequisites: MSHA 500 & MSHA 501.

### Credit Hours

**Min:**
3

## MSHA590 - Data Visualization and Analytics for Humanitarian ActionData Visualization and Analytics for Humani

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
MSHA

**Course Number**
590

**Course Description**
Long considered a “soft” area of practice, more art than science, humanitarianism and adjacent professional fields increasingly rely on using data to design, garner support for, and evaluate their initiatives. Data visualization comprises a powerful set of tools and techniques used to explore and present information. Combined with program research skills and fluency in statistics, it can help us understand problems we confront, interventions we craft to solve them, and the effects of those interventions. It can help us to communicate, telling visual stories that can convince our target audience, be they colleagues, policymakers, funders, or the general public. This course is designed to cultivate basic data visualization and statistical skills that can provide a solid professional advantage in the job market. Prerequisites: MSHA 500 & MSHA 501.

### Credit Hours

**Min:**
3

## MSHA595 - Logistics for Humanitarian Relief

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
MSHA

**Course Number**
595

**Course Description**
This course serves as an introduction to many of the most common technical aspects of humanitarian aid delivery, including camp coordination and camp management (CCCM), water & sanitation, food aid, public health planning, and rapid needs assessments. Prerequisites: MSHA 500, MSHA 501, MSHA 520, MSHA 530, MSHA 540, MSHA 550, MSHA 513, & MSHA 590.

### Credit Hours

**Min:**
3

## MSHA599 - Humanitarian Crisis Simulation

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
MSHA

**Course Number**
599

**Course Description**
This multi-module virtual simulation explores complex humanitarian emergencies, designed to engage advanced students in synthesizing and applying the knowledge and skills acquired throughout the MSHA program. Emphasizing collaboration, critical thinking, crisis management, and communication, the simulation employs multimedia elements to place students in the role of professional humanitarian workers employed by the fictional NGO, Kroc Corps. Participants will undergo an intensive “new hire” training program before deploying to a country experiencing a humanitarian crisis. During deployment, they will work in teams to conduct stakeholder interviews, engaging with a diverse array of actors, including politicians, law enforcement officials, migrants, and local civilians, in order to assess conditions on the ground. Confronted with real-time emergencies in the field, students must formulate a strategic plan for Kroc Corps and its partners, addressing the multidimensional challenges of the crisis with analytical rigor and professional competence.

Prerequisites: MSHA 500, MSHA 501, MSHA 520, MSHA 530, MSHA 540, MSHA 550, MSHA 513, & MSHA 590.

### Credit Hours

**Min:**
3

## MSIT526 - Data Communications and Networks

### General

**College/School**
School of Business

**Course Subject Code**
MSIT

**Course Number**
526

### Credit Hours

**Min:**
1

**Max:**
6

## MSIT537 - Information Systems Design and Development

### General

**College/School**
School of Business

**Course Subject Code**
MSIT

**Course Number**
537

### Credit Hours

**Min:**
1

**Max:**
6

## MSIT542 - Database Management

### General

**College/School**
School of Business

**Course Subject Code**
MSIT

**Course Number**
542

### Credit Hours

**Min:**
1

**Max:**
6

## MSIT554 - Introduction to Electronic Commerce

### General

**College/School**
School of Business

**Course Subject Code**
MSIT

**Course Number**
554

### Credit Hours

**Min:**
1

**Max:**
6

## MSIT573 - Information Technology Project Management

### General

**College/School**
School of Business

**Course Subject Code**
MSIT

**Course Number**
573

**Credit Hours**

**Min:**
1

**Max:**
6

## MSIT588 - Web Site Design and Management

### General

**College/School**
School of Business

**Course Subject Code**
MSIT

**Course Number**
588

**Credit Hours**

**Min:**
1

**Max:**
6

## MSIT596 - Directed Research in Information Technology

### General

**College/School**
School of Business

**Course Subject Code**
MSIT

**Course Number**
596

**Credit Hours**

**Min:**
1

**Max:**
6

## MSNC502 - Theoretical Foundations of Nursing

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
502

**Credit Hours**

**Min:**
3

## MSNC503 - Nursing Practice with Diverse Families in Communities

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
503

**Course Description**
Examines philosophical, theoretical, and conceptual bases for care of diverse families and groups in community settings. Analysis of community perspectives provides a foundation for general and advanced practice and research with families across the lifespan. The national health objectives provide a framework for family and community health promotion and risk reduction. Issues that affect family, aggregate, and community health and wellness are examined using an ecological perspective that includes social, political, cultural, and economic aspects of the environment. Addresses intervention strategies with families to achieve desired health outcomes in their community

**Credit Hours**

**Min:**
2

## MSNC503P - Nursing Practice with Diverse Families in Communities Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
503P

**Course Description**
Focus is on the family within the community and access to the health care system. Frameworks used to assess families include 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.

**Credit Hours**

**Min:**
2

## MSNC507 - Statistics

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
507

**Course Description**
Provides students with necessary skills to perform statistical analysis of data in order to present information in a meaningful way. Emphasizes basic understanding of probability concepts, common probability distributions, and inferential statistical methods. Includes identification of data requirements and statistical method to answer specific research questions. Incorporates SPSS statistical software as well as statistical calculations. Explores methods to display data and findings. Assists students to interpret SPSS output, and effectively present findings. Also focuses on critical review of scientific manuscripts and interpretation of findings.

**Credit Hours**

**Min:**
3

## MSNC510 - Clinical Nurse Leadership: Theory and Practice

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
510

**Course Description**
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.

### Credit Hours
**Min:**
6

## MSNC510P - Clinical Nurse Leader Practicum

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
510P

**Course Description**
This is the practicum section of course MSNC 510.

### Credit Hours
**Min:**
0

## MSNC511 - Evidence Based Practice: Role of Theory and Research

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
511

**Course Description**
Focuses on the critical links between nursing theory, research and evidence based practice. Examines the theoretical foundations of nursing science including how theory has influenced the history and current practice of nursing. Emphasizes the importance of research for building an evidence base for nursing practice. Reviews the components of evidence-based practice, with emphasis placed on knowledgeable appraisal of theory and research to evaluate the evidence base for clinical practice.

### Credit Hours
**Min:**
3

## MSNC512 - Influencing the Health Care Environment: Policy and Systems

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
512

**Course Description**
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 care.

### Credit Hours
**Min:**
3

## MSNC518 - Physical Assessment and Diagnosis for RNs

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
518

**Course Description**
Focuses on theoretical and clinical skill development in physical assessment and diagnosis, across the life span. Designed to prepare the advanced generalist registered nurses with the knowledge and skills to make appropriate focused assessments and draw accurate conclusions about physiological/psychosocial instability/complications/sequelae of disease processes and/or therapeutic interventions.

### Credit Hours
**Min:**
4

## MSNC518L - Physical Assessment and Diagnosis for RNs lab

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
518L

**Course Description**
This is the lab section for MSNC 518.

### Credit Hours
**Min:**
0

## MSNC519 - Pharmacology II: Application to Practice

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
519

### Credit Hours
**Min:**
3

## MSNC524 - CNL Practice I

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
524

### Credit Hours

**Min:**
3

**Max:**
6

## MSNC524P - Clinical Nurse Leader Practicum I

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
524P

### Credit Hours

**Min:**
0

**Max:**
3

## MSNC524S - Clinical Nurse Leader Seminar I

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
524S

### Credit Hours

**Min:**
1

**Max:**
3

## MSNC534 - Clinical Nurse Leadership: Theory and Practice

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
534

**Course Description**
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.

### Credit Hours

**Min:**
6

## MSNC534P - Clinical Nurse Leader Practicum II

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
534P

**Course Description**
This is the practicum section of course MSNC 534.

### Credit Hours

**Min:**
0

## MSNC534S - Clinical Nurse Leader Seminar I

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
534S

### Credit Hours

**Min:**
1

**Max:**
3

## MSNC540 - Introduction to Health Care Information Management

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
540

**Course Description**
This course provides the learner with necessary skills to understand the basis for health care informatics. This course emphasizes basic understanding of computer hardware, network architecture, clinical application of electronic health records, and health care software applications. It also addresses relevant regulatory, patient privacy, security, and reimbursement issues and examines current trends in meaningful use and electronic health record (EHR) certification as a foundation for understanding emerging issues in health care informatics.

### Credit Hours

**Min:**
3

## MSNC542 - Latino Hlth:Sociocult/Family

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
542

### Credit Hours

**Min:**
3

## MSNC550 - Health Care Systems Analysis

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
550

### Credit Hours

**Min:**
3

## MSNC570 - Investigative Inquiry

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
570

### Credit Hours

**Min:**
2

**Max:**
3

## MSNC590 - Essentials of Critical Care Nursing

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
590

**Course Description**
Focuses on the concepts and frameworks that impact and support critical care nursing of the adult patient. Explores the pathophysiology, clinical manifestations, and collaborative management of disorders commonly seen in critically ill patients. Emphasizes evidence-based therapeutic interventions to manage complex patient problems and prevent complications. Prerequisites: Available only to second year MEPN nursing students or licensed RN.

### Credit Hours

**Min:**
3

## MSNC599 - Independent Study

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
599

### Credit Hours

**Min:**
0

**Max:**
6

## MSNC600 - Healthcare Leadership

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
600

**Course Description**
Example DescriThis course will explore leadership skills in the dynamic and often high-pressure environment of healthcare. Leadership styles, effective communication, strategic planning, conflict resolution, ethical decision making, and change management are emphasized. Healthcare professionals are prepared to lead effectively and foster a positive organizational culture, focusing on real-world applications and practical skills.ption. Prerequisites: None

### Credit Hours

**Min:**
3

## MSNC610 - Advanced Nursing Practice: Foundations and Specialty Roles

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
610

**Course Description**
The course introduces the foundational underpinnings of advanced professional nursing practice. The acquisition and use of nursing knowledge are discussed. An overview of person-centered care, population health, quality improvement, safety, and informatics is presented. The concepts of clinical judgment, compassionate care, ethics, diversity, equity, and inclusion, and social determinants of health are emphasized. Prerequisites: None

### Credit Hours

**Min:**
3

## MSNC611 - Knowledge for Nursing Practice

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
611

**Course Description**
This course focuses on the generation, translation, synthesis, application, and dissemination of nursing knowledge. The theoretical foundations of nursing and other sciences are discussed including how theory has influenced the practice of nursing and clinical decision-making. An evidence based practice approach is used to answer a clinical question. The concepts of clinical judgment, ethics, and evidence-based practice are emphasized.

### Credit Hours

**Min:**
3

## MSNC612 - Population Health

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
612

**Course Description**
This course focuses on population health from disease prevention to disease management. Collaborative partnerships, advocacy strategies, and health policies for improved population health outcomes are also discussed. Emergency

preparedness for public health emergencies is explored. The concepts of health policy, social determinants of health, and diversity, equity, and inclusion, are emphasized.

### Credit Hours

**Min:**
3

## MSNC612P - Population Health Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
612P

**Course Description**
In collaboration with community partners, this practicum focuses on analyzing health data to identify trends, disparities, and risk factors. It uses evidence-based strategies to inform public health interventions. The design, implementation, and evaluation of public health programs in collaboration with interdisciplinary teams and community stakeholders to improve health outcomes for diverse populations is examined. The concepts of communication, social determinants of health, and diversity, equity, and inclusion are emphasized. Prerequisites: None

### Credit Hours

**Min:**
2

**Max:**
4

## MSNC613 - Transformational Leadership

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
613

**Course Description**
This course focuses on leadership and the acquisition of leadership skills. The theoretical and practical perspectives of the role are discussed. An introduction to interprofessional partnerships and systems-based practice is presented. A more detailed discussion of the nurse leader's role with population health is examined. The concepts of ethics, communication, health policy, and diversity, equity and inclusion are emphasized. Prerequisites: None

### Credit Hours

**Min:**
3

## MSNC614 - Healthcare Leadership II

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
614

**Course Description**
This course expands on the concepts of leadership and the acquisition of leadership skills with an emphasis on the application of systems work and cost-efficiency. A more detailed discussion of the nurse leader's role with informatics is examined. The concepts of ethics, communication, health policy, diversity, equity and inclusion are emphasized.

### Credit Hours

**Min:**
1

## MSNC615 - Advanced Pathophysiology, Physical Assessment, and Pharmacology in Patients and Populations

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
615

**Course Description**
This course applies an evidence-based approach to understanding common pathophysiological processes across the lifespan, employing physical examination techniques to distinguish abnormal and normal disease presentation, and applying pharmacotherapeutics for monitoring treatment plans in patients and populations. Emphasis is on an integrated approach to mastery of advanced scientific knowledge, vital to clinical judgment and practicing in an advanced specialty role. Concepts of compassionate care, clinical judgment, and ethics of health are emphasized. Prerequisites: None

### Credit Hours

**Min:**
4

## MSNC615P - Advanced Nurse Clinician Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
615P

**Course Description**
In collaboration with community partners, this practicum focuses on acquiring advanced patient assessment and management skills, integrating advanced scientific knowledge with context-driven reasoning to manage patients with complex health problems effectively. Emphasis is on the proficient use of information and communication technologies to support patient care, facilitate seamless interprofessional communication, and optimize healthcare workflows. Through this practicum, students will also cultivate socially responsible leadership skills and uphold ethical standards in clinical practice and scholarly activities, ensuring adherence to relevant laws, policies, and regulations. The concepts of clinical judgment, compassionate care, and evidence-based practice are emphasized. Prerequisites: None

### Credit Hours

**Min:**
2

**Max:**
4

## MSNC640 - Health Care Information and Communication Management

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
640

**Course Description**
This course focuses on using information and communication technologies to improve patient care, enhance healthcare outcomes, and optimize healthcare processes. The technologies, the users interacting with the technologies, and the work product are discussed, along with the impact of the data collected, information formed, decisions made, and the knowledge generated. It also

addresses regulatory, patient privacy, information security, and reimbursement issues. The concepts of clinical judgment, communication, social determinants of health, and ethics are emphasized.

### Credit Hours

**Min:**
3

## MSNC655 - Systems-Based Practice

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
655

**Course Description**
This course focuses on managing complex healthcare systems to optimize system effectiveness. The theoretical underpinnings of systems theory and its application to healthcare are explored. Strategic planning, healthcare policy, and healthcare economics are discussed. Interprofessional partnerships and professional development are examined. The concepts of evidence-based practice, ethics, diversity, equity, and inclusion, and health policy are emphasized.. Prerequisites: None

### Credit Hours

**Min:**
3

## MSNC655P - Systems-Based Practice Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
655P

**Course Description**
In collaboration with community partners, this practicum focuses on managing complex healthcare systems to optimize system effectiveness. The practical aspects of leading an interprofessional team, implementing and evaluating a system-wide initiative, and developing a policy are experienced. Leadership and advocacy skills in a complex environment are mastered. The concepts of evidence-based practice, ethics, and health policy are emphasized. Prerequisites: None

### Credit Hours

**Min:**
3

**Max:**
4

## MSNC656 - Management of Quality and Safety

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
656

**Course Description**
This course focuses on the evaluation and management of quality and safety issues from individual and systems perspectives. The theoretical and methodological foundations for understanding, identifying, and managing quality and safety concerns are explored. The application of quality improvement initiatives and the development of a culture of safety for patients and healthcare personnel are discussed. The concepts of communication, evidence-based practice, and diversity, equity, and inclusion are emphasized.

### Credit Hours

**Min:**
3

## MSNC656P - Management of Quality and Safety Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
656P

**Course Description**
In collaboration with community partners, this practicum focuses on the evaluation and management of quality and safety issues from an individual and systems perspective. The practical aspects of identifying and managing quality and safety concerns in the clinical setting are experienced. The application of quality improvement initiatives and the development of a culture of safety for patients and healthcare personnel are mastered. The concepts of communication, evidence-based practice, and ethics are emphasized. Prerequisites: None

### Credit Hours

**Min:**
2

**Max:**
4

## MSNC694 - Special Topics in Nursing Leadership

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNC

**Course Number**
694

**Course Description**
A special topics course in areas within Nursing Leadership.

### Credit Hours

**Min:**
1

**Max:**
6

## MSNE500 - Health Care Leadership, Values and Social Justice

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
500

### Credit Hours

**Min:**
3

## MSNE501 - Introduction to Spirituality and Health

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
501

**Course Description**
Examines the role of spirituality from a cultural perspective for the health and resilience of individuals and families and the role of spirituality in health. Provides sutdents with a theoretical and research base for understanding the contribution of spirituality in health maintenance and illness across the health/illness continuum. Provides a framework for students to examine and further develop their own sense of spirituality, and introduces skills and attitudes needed to integrate spirituality into personal well-being, as well as to effectively collaborate with respect to spiritual issues.

### Credit Hours
**Min:**
3

## MSNE516 - Integrative Healthcare

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
516

### Credit Hours
**Min:**
3

## MSNE517 - Mind-Body-Spirit Health Care Practicum

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
517

### Credit Hours
**Min:**
2

## MSNE532 - Theory of Nursing Education

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
532

**Course Description**
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. Examines the nature of higher education, nursing education and components of the faculty role. Components of the instructional process are presented including learning theories, design and organization of classroom and clinical learning experiences, and methods of evaluation. In preparation for teaching in a variety of settings, students analyze the dimensions of curriculum design and evaluate currently used operational curriculum models. Current issues in nursing education are analyzed in relation to the learning process and current nursing practice.

### Credit Hours
**Min:**
3

**Max:**
6

## MSNE542 - Latino Health Care:Sociocultural and Family Perspectives

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
542

### Credit Hours
**Min:**
3

## MSNE545 - Care of Family

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
545

### Credit Hours
**Min:**
0

**Max:**
6

## MSNE545P - Care of the Family Practicum

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
545P

### Credit Hours
**Min:**
3

## MSNE546 - Care of the Family Field Experience

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
546

**Course Description**
Focus is on the family within the community and access to the health care system. Frameworks used to assess families include 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.

### Credit Hours
**Min:**
2

## MSNE590 - Essentials of Critical Care Nursing

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
590

**Course Description**
Focuses on the concepts and frameworks that impact and support critical care nursing of the adult patient. Explores the pathophysiology, clinical manifestations, and collaborative management of disorders commonly seen in critically ill patients. Emphasizes evidence-based therapeutic interventions to manage complex patient problems and prevent complications. Prerequisites: Available only to second year MEPN nursing students or licensed RN.

### Credit Hours
**Min:**
3

## MSNE592 - Education Practicum

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
592

**Course Description**
Directed learning experiences in nursing education in clinical or academic settings

### Credit Hours
**Min:**
3

## MSNE595 - Care of the LGBTQIA+ Client - A Population Health Perspective

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
595

**Course Description**
This course focuses on understanding the unique healthcare needs and health disparities of the Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual + (LGBTQIA+) community. The historical, social, and cultural factors that impact the health and well-being of LGBTQIA+ individuals, including stigma, discrimination, and access to healthcare are explored. Emphasis is on developing culturally competent and affirming practices to foster trust and rapport with LGBTQIA+ clients. Prerequisites: None

### Credit Hours
**Min:**
3

## MSNE599 - Independent Study

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
599

### Credit Hours
**Min:**
1

**Max:**
6

## MSNE600I - Introduction to Global Health

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
600I

**Course Description**
This course provides a broad introduction to global health. A culturally sensitive social justice lens will be used to explore key topics including: the global burden of disease, social and environmental determinants of health, collaboration and communication using a de-colonial ethical approach. Introduction to global/public health indicators needed to measure health status will be a focus of the course.

### Credit Hours
**Min:**
3

## MSNE632 - Theory of Nursing Education

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
632

**Course Description**
This course focuses on the theories and implementation of higher education, nursing education, and the faculty role. The impact of social, technological, economic, political, ethical, and institutional factors on the instructional process is presented. Analysis of program and curriculum design, outcome assessment and evaluation strategies are examined. The concepts of the nurse educator as a change agent and leader, diversity, equity, and inclusion in education, and interprofessional collaboration are emphasized. Prerequisites: None

### Credit Hours
**Min:**
3

## MSNE633 - Curriculum Development

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
633

**Course Description**
This course focuses on evidence-based curriculum development and revision strategies that support diverse learners, promote professional development, and foster a culture of scholarly inquiry. Analysis of the use of assessment and evaluation strategies in the curriculum design process and the evaluation of program outcomes are examined. The impact of (social, technological, economic, political, ethical, and institutional factors on curriculum development) is emphasized. Prerequisites: None

### Credit Hours
**Min:**
3

## MSNE633P - Nurse Education Clinical Practicum I: Curriculum Development

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
633P

**Course Description**
This course focuses on evidence-based curriculum development and revision strategies that support diverse learners, promote professional development, and foster a culture of scholarly inquiry. The use of assessment and evaluation strategies in the curriculum design process and the evaluation of program outcomes are practiced. The impact of social, technological, economic, political, ethical, and institutional factors on curriculum development are emphasized.

### Credit Hours

**Min:**
2

## MSNE634 - Assessment and Evaluation Strategies for Nursing Education

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
634

**Course Description**
This course focuses on the development of evidence-based assessment and evaluation strategies in nursing education across the cognitive, psychomotor, and affective domains. Varied data analysis techniques that facilitate learner development and review of program plans will be covered. The impact of social, technological, economic, political, ethical, and institutional factors on learners, assessment, and evaluation are emphasized. Prerequisites: None

### Credit Hours

**Min:**
3

## MSNE634P - Nurse Education Clinical Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
634P

**Course Description**
In collaboration with community partners, this practicum focuses on the development of learning outcomes, curriculum design, learning activities, and assessment and evaluation strategies in nursing education across the cognitive, psychomotor, and affective domains. Practical application of analysis of data, both assessment and evaluation, that facilitate learner development and support review of program plans are experienced. The impact of social, technological, economic, political, ethical, and institutional factors on learners, assessment, and evaluation are emphasized. Prerequisites: None

### Credit Hours

**Min:**
2

**Max:**
4

## MSNE635P - Nurse Educator Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
MSNE

**Course Number**
635P

**Course Description**
In collaboration with community partners, this practicum focuses on the development of learning outcomes, curriculum design, learning activities, and assessment and evaluation strategies in nursing education across the cognitive, psychomotor, and affective domains. Practical application of analysis of data, both assessment and evaluation, that facilitate learner development and support review of program plans are experienced. The impact of social, technological, economic, political, ethical, and institutional factors on learners, assessment, and evaluation are emphasized. Prerequisites: None

### Credit Hours

**Min:**
2

**Max:**
4

## MSRE500 - The Real Estate Process

### General

**College/School**
School of Business

**Course Subject Code**
MSRE

**Course Number**
500

**Course Description**
This course is an intensive week-long introduction to real-estate fundamentals to help students establish a solid foundation. It covers the major property types and the key players/institutions in the commercial real estate business. It highlights the crucial role of being a socially responsible, ethical real estate professional in shaping communities for future generations. A number of workshops are offered to help students review/improve important skills. This course is the start of team-building and networking within the student cohort. Prominent real estate professionals serve as guest speakers and highlight the many different disciplines comprising the real estate process.

### Credit Hours

**Min:**
2

## MSRE501 - Residential Finance and Housing Policy

### General

**College/School**
School of Business

**Course Subject Code**
MSRE

**Course Number**
501

### Credit Hours

**Min:**
1

**Max:**
6

## MSRE502 - Real Estate Law and Public Policy

### General

**College/School**
School of Business

**Course Subject Code**
MSRE

**Course Number**
502

**Course Description**
This course covers the fundamental legal principles affecting real estate. It uses case studies and current events to explore critical issues in real estate law and public policy. Special emphasis is given to transactions, investments and development of real estate as related to contracts, ownership, transfer, land use and environmental issues. Readings, document reviews, class discussions, presentations and outside speakers enable a practical understanding of legal issues that impact real estate. Prerequisites: MSRE 500.

### Credit Hours
**Min:**
3

## MSRE503 - Commercial Real Estate Finance and Investment

### General
**College/School**
School of Business

**Course Subject Code**
MSRE

**Course Number**
503

**Course Description**
This course introduces core concepts, principles, analytical methods and tools useful for making investment and financing decisions regarding commercial real estate assets. It studies the key parameters an investor takes into consideration when analyzing the financial feasibility of a commercial real estate investment opportunity, including property characteristics, market conditions, leverage, taxation and the tradeoff between risk and return. The course also examines the traditional capital sources that provide financing for real estate investment and development projects. Prerequisites: MSRE 500.

### Credit Hours
**Min:**
3

## MSRE504 - Urban Land Economics

### General
**College/School**
School of Business

**Course Subject Code**
MSRE

**Course Number**
504

### Credit Hours
**Min:**
1

**Max:**
6

## MSRE505 - Negotiations

### General
**College/School**
School of Business

**Course Subject Code**
MSRE

**Course Number**
505

**Course Description**
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. Prerequisites: MSRE 500.

### Credit Hours
**Min:**
2

## MSRE506 - Property Management

### General
**College/School**
School of Business

**Course Subject Code**
MSRE

**Course Number**
506

**Course Description**
This course provides an overview of various levels of real-estate management, including property management, asset management and portfolio management. It examines how managers of real estate assets help owners achieve their goals and enhance the value of their investments. Topics include: owner/tenant relations, marketing and leasing strategies, budgeting and reporting, management of improvement projects, maintenance, compliances and risk management. This course also compares the management of residential and nonresidential properties (e.g. office, industrial and retail). Prerequisites: MSRE 500.

### Credit Hours
**Min:**
1

## MSRE507 - Real Estate Development

### General
**College/School**
School of Business

**Course Subject Code**
MSRE

**Course Number**
507

**Course Description**
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 and strategies, financing and marketing (lease-up or sale) of the property with the goal of creating net positive value. Leadership, management and control of the development teams are highlighted along with emphasis on overcoming the myriad land use regulations and hurdles in a given location. Metropolitan development patterns and planning agencies, transportation and environmental issues are also discussed. The course culminates in a real-life project and its presentation. Prerequisites: MSRE 500.

### Credit Hours
**Min:**
3

## MSRE508 - Commercial Real Estate Valuation

### General
**College/School**
School of Business

**Course Subject Code**
MSRE

**Course Number**
508

**Course Description**
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 various appraisal projects. All modern methods of appraisal are considered, including investment perspectives and risk considerations. Land residual valuation is explicitly reviewed. Prerequisites: MSRE 500.

**Credit Hours**
**Min:**
2

## MSRE509 - Commercial Real Estate Capital Markets

### General

**College/School**
School of Business

**Course Subject Code**
MSRE

**Course Number**
509

**Course Description**
This course examines the major capital sources for commercial real estate investment and highlights the recent trends in the capital markets. It compares and contrasts the four categories of real estate capital—private debt, private equity, public debt and public equity and discusses the instruments and deal structures in each category. Students will learn how to arrange the capital stock for a real estate transaction and how different structures allocate investment risk and return to various parties. Topics in this course include mezzanine financing, real estate syndication, private real estate funds, real estate investment trusts (REITs), commercial mortgage-backed securities (CMBS), and global real estate capital markets. Prerequisites: MSRE 500.

**Credit Hours**
**Min:**
3

## MSRE510 - Real Estate Capstone

### General

**College/School**
School of Business

**Course Subject Code**
MSRE

**Course Number**
510

**Course Description**
This course helps refine problem-solving, career and business planning skills. It integrates the lessons learned from all prior coursework with life experiences. Speakers will address topics on leadership and provide general advice for young professionals. Each student develops a business plan focused on either adding value to an existing firm or starting a new business in the real estate industry. Teams also work on real projects in the San Diego region providing 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. Prerequisites: MSRE 502 and MSRE 503.

**Credit Hours**
**Min:**
2

## MSRE511 - Real Estate Seminar

### General

**College/School**
School of Business

**Course Subject Code**
MSRE

**Course Number**
511

**Course Description**
This course is designed to bridge the academic to practitioner gap by providing student interaction with practicing real estate experts on a current topic of special interest. Prerequisites: MSRE 500.

**Credit Hours**
**Min:**
1

## MSRE512 - Technology and Databases for Real Estate Analysis

### General

**College/School**
School of Business

**Course Subject Code**
MSRE

**Course Number**
512

**Course Description**
This course focuses on using technologies to facilitate the financial, market and feasibility analyses in commercial real estate. It introduces students to software applications and data sources commonly used in the commercial real estate business: ARGUS Enterprise, ARGUS Developer, CoStar, among others. It also provides advanced training in financial modeling using Microsoft Excel. These tools help improve the efficiency and effectiveness in commercial real estate analysis and decision making. Hands-on projects will be used to facilitate student learning. Prerequisites: MSRE 500

**Credit Hours**
**Min:**
1

## MSRE513 - Real Estate Market Analysis

### General

**College/School**
School of Business

**Course Subject Code**
MSRE

**Course Number**
513

**Course Description**
This course provides the foundation for the program's development course and eventually the capstone course. It examines the sources of demand and supply for various property types, as well as the forces that drive rents; it covers transportation and land economics and examines how these influence land values; and it explores changes in transportation costs and the impact of public transit. It also looks at how regulations affect the real estate market. Experts on market and feasibility analysis present at various points in the course. Prerequisites: MSRE 500.

**Credit Hours**
**Min:**
3

## MSRE514 - Strategic Asset Management

### General

**College/School**
School of Business

**Course Subject Code**
MSRE

**Course Number**
514

**Course Description**
This course examines the long-term strategic decisions in managing real estate assets. It focuses on the financial implications of these decisions by assessing their impact on a real estate investment's future cash flow stream, the riskiness of these cash flows, and the asset's underlying value. Specific topics include identifying and analyzing refinancing and recapitalization opportunities; planning capital expenditures such as renovation and expansion; developing and implementing repositioning strategies; and evaluating disposition options. This course will also consider the role of real estate in a corporation and in a multi-asset portfolio. Prerequisites: MSRE 500.

**Credit Hours**
**Min:**
2

## MSRE515 - Design and Construction Management

### General

**College/School**
School of Business

**Course Subject Code**
MSRE

**Course Number**
515

**Course Description**
This course provides an overview of planning and design considerations for the most productive use of a site, as well as exposure to the construction management process. 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 are exposed to issues such as quality control, budgeting and scheduling. Alternative project procurement and construction delivery mechanisms will be identified and compared. Students take field trips to current construction projects and work on one or two real projects.

### Credit Hours

**Min:**
3

## MSRE516 - Real Estate Feasibility Analysis

### General

**College/School**
School of Business

**Course Subject Code**
MSRE

**Course Number**
516

**Course Description**
This is a project-based course involving several real life cases. For example, finding a site for a new concept urban grocer, determining site values using land residual techniques, re-using a retail big box, and proposing the best use for a development site. Student teams perform a comprehensive analysis to assess the feasibility of various concepts and best strategies. Key components may include: conducting market analysis, reviewing the entitlement requirements/challenges, designing the site layout, estimating construction and site costs, performing a pro forma budget for both construction and stabilized occupancy. Students also spend time evaluating risks in the development process, and pricing, managing and/or mitigating such risks. Prerequisites: MSRE 500.

### Credit Hours

**Min:**
3

## MSRE517 - Sustainable Real Estate

### General

**College/School**
School of Business

**Course Subject Code**
MSRE

**Course Number**
517

**Course Description**
This course investigates the economics of sustainable design, development and management and discusses net zero buildings and features that save resources or provide better environments. As the United States focus on carbon emissions, high energy prices and climate change, the real-estate industry is responding with environmentally sensitive, "green" and sustainable development practices. Property owners are recognizing sustainable real estate as an economic opportunity to attract and retain tenants; tenants are demanding buildings that incorporate sustainable features and provide greater productivity, healthy environments and a reduced carbon footprint. Students also attend a LEED training workshop, followed by the opportunity to sit for LEED accreditation. Prerequisites: MSRE 500.

### Credit Hours

**Min:**
2

## MSRE594 - Special Topics

### General

**College/School**
School of Business

**Course Subject Code**
MSRE

**Course Number**
594

**Course Description**
Topics of current interest in real estate. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. Additional prerequisites may be added depending on topic selected. Prerequisites: MSRE 500.

### Credit Hours

**Min:**
1

**Max:**
3

## NPTC535 - Primary Adult-Gerontology Health Care: Management of Older Adults with Long-Term Health Problems

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
535

**Course Description**
Focuses on assessment and management of complex long-term health problems in older adults by the adult/gerontology nurse practitioner. Evaluates the evidence base for screening, differential diagnosis, and management of long-term health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Incorporates theoretical perspectives of chronicity including chronic illness trajectories, psychological impact, role adaptations, and lifestyle adjustments required of long-term health problems for individuals, families, and caregivers. Analyzes the structure, regulation, and financing of the U.S. long-term health care system and the impact of various settings and support services within that system on older adults and families experiencing long-term health problems. Uses technology and information systems to improve patient outcomes and access to care. Related classroom, lab, and clinical experiences in selected primary care and long-term care settings provide opportunity for application of these concepts. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course. Prerequisites: APNC 521, NPTC 602, NPTC 604.

### Credit Hours

**Min:**
1

**Max:**
6

## NPTC535L - Primary Adult-Gero - Lab

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
535L

**Course Description**
This course is the lab portion of NPTC 535 Primary Adult-Gero Health Care. Corequisites: Simultaneous enrollment in NPTC 535 Primary Adult-Gero Health Care Lecture Course

### Credit Hours
**Min:**
0

## NPTC541 - Selective Clinical Practicum

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
541

**Course Description**
Clinical experiences in a primary care setting selected by the student to meet individual learning needs/career goals. Focus is on more in-depth experiential learning of the NP role in a general or more specialized area of primary care practice. Clinical supervision provided by nurse practitioner faculty and on-site preceptors and can be arranged in a variety of ambulatory care settings.

### Credit Hours
**Min:**
1

**Max:**
15

## NPTC602 - Primary Care I

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
602

**Course Description**
Analyzes principles of health promotion, health maintenance, and risk assessment across the lifespan by the nurse practitioner in primary care. Emphasizes assessment of development and health behaviors among individuals and families in the context of ethnicity, culture, and community. Related classroom, lab, and clinical experiences in selected health care and community settings provide opportunity for application of these concepts. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course. Prerequisites: APNC 521.

### Credit Hours
**Min:**
1

**Max:**
6

## NPTC602P - Primary Care I Practicum

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
602P

### Credit Hours
**Min:**
0

## NPTC604 - Primary Care IIA

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
604

**Course Description**
Focuses on assessment and management of common acute health problems with less emphasis on chronic health problems in individuals across the lifespan in primary care settings by the nurse practitioner. Evaluates the evidence for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Incorporates technology and information systems to improve patient outcomes and access to care. Related classroom, lab, and clinical experiences in selected primary care setting provide opportunity for application of these concepts. (This course is the first part of the primary Care II series). Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course. Prerequisites: APNC 521, NPTC 602.

### Credit Hours
**Min:**
1

**Max:**
6

## NPTC605 - Primary Care IIB

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
605

**Course Description**
Focuses on assessment and management of common chronic health problems with less emphasis on acute health problems in individuals across the lifespan in primary care settings by the nurse practitioner. Evaluates the evidence for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Technology and information systems are incorporated to improve patient outcomes and access to care. Related classroom, lab, and clinical experiences in selected primary care setting provide opportunity for application of these concepts. (This course is the second part of the primary Care II series.). Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course. Prerequisites: APNC 521, NPTC 602, NPTC 604.

### Credit Hours
**Min:**
1

**Max:**
6

## NPTC608 - Primary Care IIIAt

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
608

**Course Description**
Focuses on assessment and management of common complex and/or unstable acute and chronic health problems in individuals across the lifespan in primary care settings by the nurse practitioner. Evaluates the evidence base for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Uses technology, information systems, and business

principles to improve patient outcomes and access to care. Related classroom, lab, and clinical experiences in selected primary care and long-term care settings provide opportunity for application of these concepts. (This course is the first part of the Primary Care III series.). Note: 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. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course. Prerequisites: APNC 521, NPTC 602, NPTC 604, NPTC 605.

### Credit Hours

**Min:**
1

**Max:**
7

## NPTC609 - Primary Care IIIB

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
609

**Course Description**
Focuses on assessment and management of common complex and/or unstable acute and chronic health problems and emergencies in individuals across the lifespan in primary care and long-term care settings by the nurse practitioner. Evaluates the evidence base for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Incorporates an innovative approach to a clinical problem using technology, information systems, and business principles. Related classroom, lab, and clinical experiences in selected primary care and long-term care settings provide opportunity for application of these concepts. (This course is the second part of the Primary Care III series.). Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course. Prerequisites: APNC 521, NPTC 602, NPTC 604, NPTC 605, NPTC 608.

### Credit Hours

**Min:**
1

**Max:**
7

## NPTC611 - Foundations of Psychiatric Assessment

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
611

**Course Description**
First of three courses providing fundamental conceptual basis for the APRN-PMH clinical sequence of courses. Focuses on the knowledge necessary for the comprehensive assessment and identification of common and complex psychiatric conditions. Emphasis is on interviewing, differential diagnosis, and oral and written presentation of findings. Explores the role of the psychiatric nurse practitioner related to interdisciplinary practice. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved to successfully complete the course.

### Credit Hours

**Min:**
3

## NPTC612 - Foundations of Psychopharmacology

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
612

**Course Description**
Second of three courses providing fundamental conceptual basis for the APRN-PMH clinical sequence of courses. Provides an evidence-based understanding of neuroscience and pharmacotherapeutics for patients with mental health conditions. Builds on previous knowledge of assessment and differential diagnosis of psychiatric disorders. Establishes a foundation for decision-making necessary for initiating, monitoring, and modifying pharmacological treatment plans for mental health conditions. Incorporates the legal and regulatory requirements related to NP practice in California. Prerequisites: APNC 521, NPTC 611.

### Credit Hours

**Min:**
5

## NPTC613 - Foundations of Psychotherapy

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
613

**Course Description**
Third of three courses providing fundamental, conceptual basis for the APRN-PMH clinical sequence of courses. Introduces the management of individuals with mental health disorders focusing on integration of selected evidence-based psychotherapy modalities. Teaches case formulation and treatment planning based on the recovery and biopsychosocial models. Incorporates an understanding of the individual client in the context of family, sociocultural and group systems. Prerequisites: NPTC 611, NPTC 612, NPTC 521, NPTC 523.

### Credit Hours

**Min:**
5

## NPTC614 - Applied Psychotherapeutics Across the Lifespan I

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
614

**Course Description**
The 1st course in a series of three courses introducing the management of mental health disorders in individuals across the lifespan. This course focuses on the integration of selected evidence-based interventions from psychotherapy and psychopharmacology. Cognitive-behavioral psychotherapy case conceptualization and treatment planning skills will be developed. Appropriate treatment interventions for individuals with mood, anxiety, obsessive-compulsive and trauma/stress-related disorders will be examined. Prerequisites: NPTC 611, NPTC 612, NPTC 613.

### Credit Hours

**Min:**
5

## NPTC615 - Applied Psychotherapeutics Across the Lifespan II

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
615

**Course Description**
The 2nd course in a series of three courses on the management of mental health disorders in individuals across the lifespan. Focuses on the integration of selected evidence-based interventions from psychotherapy and psychopharmacology. Supportive and group psychotherapy case conceptualization and treatment planning skills will be developed. Treatment interventions for individuals with psychotic disorders, substance use disorders, personality disorders, co-morbid medical disorders with psychiatric symptoms, and neurocognitive disorders will be examined. The course focuses on the integration of selected evidence-based interventions from psychotherapy and psychopharmacology with a focus on special populations. The course expands students' knowledge of legal and regulatory requirements related to NP practice in California. Prerequisites: NPTC 611, NPTC 612, NPTC 613, NPTC 614.

### Credit Hours

**Min:**
6

## NPTC617 - Applied Psychotherapeutics Across the Lifespan III

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
617

**Course Description**
The 3rd course in a series of three courses on the management of mental health disorders in individuals across the lifespan. Integration of evidence-based interventions from psychotherapy and psychopharmacology with a focus on special populations will be examined. The course incorporates family systems in the assessment and treatment of individuals and their families. Treatment interventions for individuals with neurodevelopmental disorders, behavioral disorders, somatic disorders, gender dysphoria, and eating disorders are applied to patient care. Prerequisites: NPTC 611, NPTC 612, NPTC 613, NPTC 614, NPTC 615

### Credit Hours

**Min:**
6

## NPTC619 - Pediatric Primary Care I: Developmental and Behavioral Pediatrics in Primary Pediatric Health Care

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
619

**Course Description**
Focuses on assessment and management of selected developmental, mental health, and behavioral topics in children from birth through adolescence by the pediatric nurse practitioner in a variety of collaborative primary care settings. Evaluates the evidence for screening, differential diagnosis, and management of pediatric developmental and behavioral health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Builds upon a foundation of knowledge of well child care; and normal development to understand the provision of primary care to children with special health care needs, and the in-depth management of conditions commonly managed in primary care. Analyzes the structure, regulation, and financing of the U.S. health care and educational systems and the impact of various settings and support services within those systems on children and families experiencing developmental, behavioral, and mental health conditions. Emphasis will be placed on social determinants of health from sociocultural, ethical, and health policy perspectives. Uses technology and information systems to improve patient outcomes and access to care. Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course. Prerequisites: APNC 521, NPTC 602

### Credit Hours

**Min:**
1

**Max:**
3

## NPTC620 - Pediatric Primary Care II: Complex and Chronic Conditions in Pediatric Primary Care

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
620

**Course Description**
Focuses on assessment and management of selected topics in children from birth through adolescence by the pediatric nurse practitioner in a variety of collaborative primary care settings. Evaluates the evidence base for screening, differential diagnosis, and management of pediatric health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Builds upon a foundation of knowledge of well child care; variations in growth, development, and behavior; and the in-depth management of both common and uncommon complex and chronic pediatric problems. Analyzes the structure, regulation, and financing of the U.S. health care system and the impact of various settings and support services within that system on children and families experiencing chronic health problems. Uses technology and information systems to improve patient outcomes and access to care. Emphasis will be placed on the impact of social determinants of health on children with complex and chronic medical conditions exploring these issues from sociocultural, ethical, and health policy perspectives. Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course. Prerequisites: NPTC 605, NPTC 619

### Credit Hours

**Min:**
1

**Max:**
4

## NPTC621 - FNP in Emergency Care I

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
621

**Course Description**
Focuses on the nurse practitioner's assessment and management of emergent complex and/or unstable acute and chronic health problems and emergencies in individuals across the lifespan in emergent care and urgent care settings.. Evaluates the evidence base for screening, triage, differential diagnosis, medical-decision-making, disaster preparedness, and management of health problems, including pharmacological, non-pharmacological, and procedural treatment modalities in a culturally appropriate manner. Incorporates an innovative approach to a clinical problem using technology, information systems,

and business principles. Related classroom, procedural skills lab, simulation, and clinical experiences in selected emergent care, urgent care, pre-hospital emergency services, and correctional settings provide opportunity for application of these concepts. (This course is the first part of the Emergency/Trauma Care II series.). Note: A minimum 80% examination average must be achieved in order to successfully complete the course. Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. Prerequisites: NPTC 605

### Credit Hours

**Min:**
1

**Max:**
8

## NPTC622 - FNP in Emergency Care II

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
622

**Course Description**
Focuses on the nurse practitioner's assessment and management of emergent complex and/or unstable acute and chronic health problems and emergencies in individuals across the lifespan in emergent care and urgent care settings.. Evaluates the evidence base for screening, triage, differential diagnosis, medical-decision-making, disaster preparedness, and management of health problems, including pharmacological, non-pharmacological, and procedural treatment modalities in a culturally appropriate manner. Incorporates an innovative approach to a clinical problem using technology, information systems, and business principles. Related classroom, procedural skills lab, simulation, and clinical experiences in selected emergent care, urgent care, pre-hospital emergency services, and correctional settings provide opportunity for application of these concepts. (This course is the second part of the Emergency/Trauma Care II series.). Note: A minimum 80% examination average must be achieved in order to successfully complete the course. Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. Prerequisites: NPTC 608

### Credit Hours

**Min:**
1

**Max:**
8

## NPTC630 - Role of the Nurse Practitioner

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
630

**Course Description**
In alignment with the mission and values of the University of San Diego, this course strives to foster compassion, respect for human dignity and inclusion, focusing on the evolving role of the Nurse Practitioner (NP). Students examine the historical context and distinct professional identity of the NP, informing advanced clinical reasoning, leadership, and advocacy skills. Prerequisites: None

### Credit Hours

**Min:**
1

## NPTC631 - Primary Care I: Health Promotion and Disease Prevention Across the Lifespan

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
631

**Course Description**
In alignment with the mission and values of the University of San Diego, this course strives to foster compassion, respect for human dignity and inclusion, focusing on health promotion and disease prevention across the lifespan. Students learn how to promote wellness, engage diverse populations, and collaborate with community partners to build therapeutic relationships. Students design patient focused, mutually acceptable plans of care directed toward improving patient outcomes. . Prerequisites: APNC 621

### Credit Hours

**Min:**
3

## NPTC631P - Primary Care I Practicum: Health Promotion and Disease Prevention Across the Lifespan

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
631P

**Course Description**
In collaboration with community partners and in alignment with the mission and values of the University of San Diego, this practicum strives to foster compassion, respect for human dignity and inclusion, focusing on implementation of health promotion and disease prevention strategies across the lifespan. Students promote wellness and engage diverse populations to build therapeutic relationships. Students conduct developmentally and culturally appropriate assessment utilizing a holistic approach, to identify differential diagnoses. Students design evidence-based, mutually acceptable plans of care, applying emerging technologies, and addressing ethical and legal aspects of nurse practitioner practice . Prerequisites: APNC 621

### Credit Hours

**Min:**
4

## NPTC632 - Primary Care II: Common Acute Conditions Across the Lifespan

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
632

**Course Description**
In alignment with the mission and values of the University of San Diego, this course strives to foster compassion, respect for human dignity and inclusion, focusing on the management of common acute conditions across the lifespan. Students learn how to promote wellness, engage diverse populations, and collaborate with community partners to build therapeutic relationships. Students design patient focused, mutually acceptable plans of care directed toward improving patient outcomes. Prerequisites: APNC 621

**Credit Hours**
**Min:**
4

## NPTC632P - Primary Care II Practicum: Common Acute Conditions Across the Lifespan

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
632P

**Course Description**
In collaboration with community partners and in alignment with the mission and values of the University of San Diego, this practicum strives to foster compassion, respect for human dignity and inclusion, focusing on the management of common acute conditions across the lifespan. Students promote wellness and engage diverse populations to build therapeutic relationships. Students conduct developmentally and culturally appropriate assessment utilizing a holistic approach, to formulate differential diagnoses. Students design evidence-based, mutually acceptable plans of care, applying emerging technologies, and addressing ethical and legal aspects of nurse practitioner practice. Prerequisites: APNC 621

**Credit Hours**
**Min:**
4

## NPTC633 - Primary Care III: Common Chronic Conditions Across the Lifespan

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
633

**Course Description**
In alignment with the mission and values of the University of San Diego, this course strives to foster compassion, respect for human dignity and inclusion, focusing on the management of common chronic conditions across the lifespan. Students learn how to promote wellness, engage diverse populations, and collaborate with community partners to build therapeutic relationships. Students design patient focused, mutually acceptable plans of care directed toward improving patient outcomes. Prerequisites: APNC 621

**Credit Hours**
**Min:**
4

## NPTC633P - Primary Care III Practicum: Common Chronic Conditions Across the Lifespan

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
633P

**Course Description**
In collaboration with community partners and in alignment with the mission and values of the University of San Diego, this practicum strives to foster compassion, respect for human dignity and inclusion, focusing on the management of common chronic conditions across the lifespan. Students promote wellness and engage diverse populations to build therapeutic relationships. Students conduct developmentally and culturally appropriate assessment utilizing a holistic approach, to formulate differential diagnoses. Students design evidence-based, mutually acceptable plans of care, applying emerging technologies, and addressing ethical and legal aspects of nurse practitioner practice. Prerequisites: APNC 621

**Credit Hours**
**Min:**
4

## NPTC634 - Primary Care IV: Complex Acute and Chronic Conditions Across the Lifespan

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
634

**Course Description**
In alignment with the mission and values of the University of San Diego, this course strives to foster compassion, respect for human dignity and inclusion, focusing on the management of complex acute and chronic conditions across the lifespan. Students learn how to promote wellness, engage diverse populations, and collaborate with community partners to build therapeutic relationships. Students design patient focused, mutually acceptable plans of care directed toward improving patient outcomes. Prerequisites: APNC 621

**Credit Hours**
**Min:**
4

## NPTC634P - Primary Care IV Practicum: Complex Acute and Chronic Conditions Across the Lifespan

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
634P

**Course Description**
In collaboration with community partners and in alignment with the mission and values of the University of San Diego, this practicum strives to foster compassion, respect for human dignity and inclusion, focusing on the management of complex acute and chronic conditions across the lifespan. Students promote wellness and engage diverse populations to build therapeutic relationships. Students conduct developmentally and culturally appropriate assessments utilizing a holistic approach, to formulate differential diagnoses. Students design evidence-based, mutually acceptable plans of care, applying emerging technologies, and addressing ethical and legal aspects of nurse practitioner practice. Prerequisites: APNC 621

**Credit Hours**
**Min:**
4

## NPTC635 - Primary Adult/Gerontology Health Care

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
635

**Course Description**
In alignment with the mission and values of the University of San Diego, this course strives to foster compassion, respect for human dignity and inclusion, focusing on the management of older adults with complex health problems. Students learn how to promote wellness, engage diverse populations, and collaborate with community partners to build therapeutic relationships. Students design patient focused, mutually acceptable plans of care that are directed toward improving patient outcomes in older adults. Prerequisites: APNC 621

### Credit Hours

**Min:**
3

## NPTC635P - Primary Adult/Gerontology Health Care Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
635P

**Course Description**
In collaboration with community partners and in alignment with the mission and values of the University of San Diego, this practicum strives to foster compassion, respect for human dignity and inclusion, focusing on the management of older adults with complex health problems. Engaging with diverse populations, students conduct developmentally and culturally appropriate assessments, formulate differential diagnoses, and design evidence-based, mutually acceptable plans of care. Emphasis is placed on promoting wellness and building therapeutic relationships while addressing the ethical and legal aspects of the adult/gerontology nurse practitioner role. Prerequisites: APNC 621

### Credit Hours

**Min:**
1

**Max:**
6

## NPTC636 - Pediatric Primary Care I: Developmental and Behavioral Pediatrics

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
636

**Course Description**
In alignment with the mission and values of the University of San Diego, this course strives to foster compassion, respect for human dignity and inclusion, focusing on developmental and behavioral pediatrics from birth to age 21. Students learn how to assess and manage selected developmental and behavioral health problems. Students gain an understanding of providing primary care to selected populations, assessing and managing risks. Building on a foundation of knowledge of provision of well-child care, emphasis will be placed on social determinants of health from sociocultural, ethical, and health policy perspectives . Prerequisites: APNC 621

### Credit Hours

**Min:**
2

## NPTC636P - Pediatric Primary Care I Practicum: Developmental and Behavioral Pediatrics

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
636P

**Course Description**
In collaboration with community partners and in alignment with the mission and values of the University of San Diego, this practicum strives to foster compassion, respect for human dignity and inclusion, focusing on developmental and behavioral pediatrics from birth to age 21. Students promote wellness and engage diverse populations to build therapeutic relationships. Students conduct developmentally and culturally appropriate assessments utilizing a holistic approach, to identify differential diagnoses. Students design evidence-based, mutually acceptable plans of care, applying emerging technologies, and addressing ethical and legal aspects of nurse practitioner practice. Prerequisites: APNC 621

### Credit Hours

**Min:**
1

**Max:**
6

## NPTC637 - Pediatric Primary Care I: Complex and Chronic Conditions

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
637

**Course Description**
In alignment with the mission, vision, and values of the University of San Diego, this course strives to foster compassion, respect for human dignity and inclusion, focusing on assessment and primary care management of selected health conditions from birth to age 21. Students learn how to provide primary care to selected populations, assessing and managing risks. Building on a foundation of knowledge of provision of well-child care, emphasis will be placed on social determinants of health from sociocultural, ethical, and health policy perspectives. Prerequisites: APNC 621

### Credit Hours

**Min:**
2

## NPTC637P - Pediatric Primary Care I Practicum: Complex and Chronic Conditions

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
637P

**Course Description**
In collaboration with community partners and in alignment with the mission, vision, and values of the University of San Diego, this practicum strives to foster compassion, respect for human dignity and inclusion, focusing on assessment and primary care management of selected health conditions from birth to age 21. Students promote wellness and engage diverse populations to build therapeutic relationships. Students conduct developmentally and culturally appropriate assessments utilizing a holistic approach, to identify differential diagnoses. Students design evidence-based, mutually acceptable plans of care, applying emerging technologies, and addressing ethical and legal aspects of nurse practitioner practice. Prerequisites: APNC 621

### Credit Hours

**Min:**
1

**Max:**
6

## NPTC640 - Psychiatric Assessment for the Advanced Practice Nurse

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
640

**Course Description**
In alignment with the mission and values of the University of San Diego, this course strives to foster compassion, respect for human dignity, and inclusion, focusing on psychiatric assessment and diagnosis. The topics of comprehensive assessment, case formulation, and diagnosis of mental health and substance use conditions are introduced. Students develop techniques for interviewing, forming differential diagnoses, and oral and written presentation skills. The concepts of clinical judgment, evidence-based practice, and health policy are emphasized. Prerequisites: None

### Credit Hours

**Min:**
3

## NPTC641 - Psychopharmacology and Clinical Management of Psychiatric Conditions

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
641

**Course Description**
In alignment with the mission and values of the University of San Diego, this course strives to foster compassion, respect for human dignity, and inclusion, focusing on an evidence-based understanding of neuroscience and pharmacotherapeutics. Building on previous knowledge of assessment and differential diagnosis of psychiatric disorders, the student establishes a foundation for decision-making necessary for initiating, monitoring, and modifying pharmacological treatment plans for clients across the lifespan living with mental health conditions. The concepts of clinical judgment, communication, ethics, social determinants of mental health, and health policy are emphasized. Prerequisites: APNC 620, 621, NPTC 640

### Credit Hours

**Min:**
4

## NPTC641P - Psychopharmacology and Clinical Management of Psychiatric Conditions

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
641P

**Course Description**
In collaboration with community partners and aligning with the mission and values of the University of San Diego, this first practicum in a four practicum series, strives to foster compassion, respect for human dignity, and inclusion. The novice Psychiatric Mental Health Nurse Practitioner (PMHNP) student progresses along the continuum toward the advanced beginner stage of development through direct patient care. This course focuses on assessment, diagnosis, and application of pharmacological and non-pharmacological interventions for individuals and families living with mental health and substance use conditions across the lifespan. Students develop comprehensive progress note documentation, reflect on clinical experiences, and apply concepts of clinical judgment and social determinants of mental health. Prerequisites: APNC 620, 621, NPTC 640

### Credit Hours

**Min:**
1

**Max:**
6

## NPTC642 - Diagnostics and Management of Mental Health Conditions I

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
642

**Course Description**
In alignment with the mission and values of the University of San Diego, this course strives to foster compassion, respect for human dignity, and inclusion. This course builds on previous coursework related to assessment, diagnosis, and patient-centered treatment for clients across the lifespan living with mental health conditions. Students focus on advanced pharmacotherapeutic interventions and evidence-based psychotherapy techniques related to the treatment of substance use, personality, and psychotic disorders. The concepts of clinical judgment, communication, ethics, social determinants of mental health, and health policy are emphasized. Prerequisites: APNC 623, NPTC 641

### Credit Hours

**Min:**
3

## NPTC642P - Diagnostics and Management of Mental Health Conditions Across the Lifespan I - Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
642P

**Course Description**
In collaboration with community partners and aligning with the mission and values of the University of San Diego, this second practicum in a four practicum series, strives to foster compassion, respect for human dignity, and inclusion. The advanced beginner Psychiatric Mental Health Nurse Practitioner (PMHNP) student progresses along the continuum towards the competent stage of development through direct patient care. This course focuses on assessment, diagnosis, and application of pharmacological and non-pharmacological interventions for individuals and families living with mental health and substance use conditions across the lifespan. Students develop comprehensive progress note documentation, reflect on clinical experiences, and apply concepts of clinical judgment and social determinants of mental health. Co-requisites: NPTC 642

### Credit Hours

**Min:**
1

**Max:**
6

## NPTC643 - Diagnostics and Management of Mental Health Conditions II

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
643

**Course Description**
In alignment with the mission and values of the University of San Diego, this course strives to foster compassion, respect for human dignity, and inclusion, building on previous coursework related to the assessment, diagnosis, and patient-centered treatment for clients across the lifespan living with mental health conditions. The course focuses on advanced pharmacotherapeutic interventions and evidence-based psychotherapy techniques related to the treatment of mood, anxiety, trauma, neurodevelopmental, neurocognitive and behavioral-related disorders. The concepts of clinical judgment, communication, ethics, social determinants of mental health, and health policy are emphasized. Prerequisites: NPTC 642

### Credit Hours

**Min:**
3

## NPTC643P - Diagnostics and Management of Mental Health Conditions Across the Lifespan II - Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
643P

**Course Description**
In collaboration with community partners and aligning with the mission and values of the University of San Diego, this third practicum in a four-practicum series strives to foster compassion, respect for human dignity, and inclusion. The competent Psychiatric Mental Health Nurse Practitioner (PMHNP) student progresses along the continuum toward the proficient stage of development through direct patient care. This course focuses on assessment, diagnosis, and application of pharmacological and non-pharmacological interventions for individuals and families living with mental health and substance use conditions across the lifespan. Students develop comprehensive progress note documentation, reflect on clinical experiences, and apply concepts of clinical judgment and social determinants of mental health. Co-requisites: NPTC 643

### Credit Hours

**Min:**
1

**Max:**
6

## NPTC644 - Diagnostics and Management of Mental Health Conditions III

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
644

**Course Description**
In alignment with the mission and values of the University of San Diego, this course strives to foster compassion, respect for human dignity, and inclusion, building on previous coursework related to the assessment, diagnosis, and patient-centered treatment for clients and family systems across the lifespan living with mental health conditions. The course focuses on advanced pharmacotherapeutic interventions and evidence-based psychotherapy techniques for treating eating disorders, somatic disorders, and comorbid medical conditions with psychiatric symptoms. The concepts of clinical judgment, communication, ethics, social determinants of mental health, and health policy are emphasized. Prerequisites: NPTC 643

### Credit Hours

**Min:**
2

## NPTC644P - Diagnostics and Management of Mental Health Conditions Across the Lifespan III - Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
644P

**Course Description**
In collaboration with community partners and aligning with the mission and values of the University of San Diego, this final practicum in a four-practicum series strives to foster compassion, respect for human dignity, and inclusion. The proficient Psychiatric Mental Health Nurse Practitioner (PMHNP) student progresses along the continuum towards the expert stage of development through direct patient care. This course focuses on assessment, diagnosis, and application of pharmacological and non-pharmacological interventions for individuals and families living with mental health and substance use conditions across the lifespan. Students develop comprehensive progress note documentation, reflect on clinical experiences, and apply concepts of clinical judgment and social determinants of mental health. Co-requisites: NPTC 644

### Credit Hours

**Min:**
1

**Max:**
6

## NPTC654 - PMHNP I: Theoretical Foundations of Practice with Individuals

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
654

**Course Description**
Focuses on the theory relevant to individual psychotherapy. Emphasis is on preparing students to provide appropriate models of psychotherapy within a variety of practice environments. Classroom, lab and clinical experiences in selected inpatient and community settings provide opportunities for application of theoretical concepts. An inter-generational Family Case Study will be initiated and continued throughout Fall 2 and Spring 2. Successful completion of bothe the theory and clinical components of the course with a letter grade of B- or higher is necessary to pass the course.

### Credit Hours

**Min:**
5

## NPTC656 - PMHN II: Theoretical Foundations of Practice with Groups

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
656

**Course Description**
Focuses on the theory relevant to group psychotherapy. Emphasis is on preparing students to provide appropriate models of psychotherapy within a viariety of practice environments. Classroom, seminar, and clinical experiences in selected inpatient and community settings provide opportunities for application of theoretical concepts. Continuation of the inter-generational Family Case Study initiated in NPTC 654 will be required. 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.

### Credit Hours

**Min:**
4

## NPTC658 - PMHN III: Theoretical Foundations of Practice with Families

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
658

**Course Description**
Focuses on the theory relevant to family psychotherapy. Emphasis is on preparing students to provide appropriate models of psychotherapy within a variety of practice environments. Classroom, seminar, and clinical experiences in selected inpatient and community settings provide opportunities for application of theoretical concepts. Continuation of the inter-generational Family Case Study initiated in NPTC 654 will be required. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher is neccessary to pass the course.

### Credit Hours

**Min:**
5

## NPTC660 - Advanced Psychiatric APRN Clinical Practicum

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NPTC

**Course Number**
660

**Course Description**
Focuses on further development of evidence-based clinical knowledge and expertise in a selected area of PMHNP practice. Students design an evidence-based clinical project that represents an inovative approach to a clinical problem or professional issue. Seminar and clinical experiences provide opportunities to explore PMHNP role development. Successful completion of both the seminar and clinical components of the course with a letter grade of B- or higher is neccessary to pass the course.

### Credit Hours

**Min:**
2

## NURS655 - Dissertation

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
NURS

**Course Number**
655

### Credit Hours

**Min:**
1

**Max:**
3

## PHDN601 - Philosophy of Science in Nursing

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
601

**Course Description**
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, and emancipatory paradigms for their relevance to nursing. Incorporates the social and historical bases of these paradigms for nursing science.

### Credit Hours

**Min:**
3

## PHDN602 - Theory Development in Nursing

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
602

**Course Description**
Focuses on theory building, the nature of theory formation, critical analysis and synthesis of theoretical frameworks.

### Credit Hours

**Min:**
3

## PHDN607 - Applied Statistics and Quantitative Research Methods

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
607

**Course Description**
Examines a variety of quantitative research designs, data collection and statistical analysis procedures appropriate to each. Students interpret statistical computer output

### Credit Hours

**Min:**
3

## PHDN608 - Applications of Multivariate Statistics

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
608

**Course Description**
Statistical methods for multivariate problems in health care including regression diagnostics, probability testing, measurement theory and modeling, cluster analysis, discriminate analysis, and principal components. Computer applications included. Prerequisites: PHDN 607 with a minimum grade of B-.

### Credit Hours
**Min:**
3

## PHDN609 - Data Management

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
609

**Course Description**
This course is designed to enhance the student's competence in management of data in the conduct of research. It provides interactive experiences to create datasets or analyze existing data sets. Students input and analyze data, read outputs, and report data in table and narrative formats. Students gain experience in preparing data based presentations using tables, graphs, and charts.

### Credit Hours
**Min:**
3

## PHDN610 - Mixed Methods Research

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
610

**Course Description**
Overviews mixed methods research (MMR) approaches and explores the epistemological and paradigmatic implications of MMR. Examines the types of research problems addressed by mixing quantitative and qualitative methods of inquiry, the major types of MMR designs, data collection strategies, data analysis and integration of quantitative and qualitative data in reporting findings. Prepares students to critique, design and, conduct mixed methods research. Throughout the course attention will be given to the process of developing a MMR proposal and producing publishable mixed methods studies. Prerequisites: PHDN 670 with a minimum grade of B- and PHDN 673 with a minimum grade of B-.

### Credit Hours
**Min:**
3

## PHDN612 - Seminar in Patient Engagement and Health Technology

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
612

**Course Description**
This course provides an interdisciplinary examination of the principles and concepts of patient engagement and patient activation as they relate to health, health care, and research methodology. Students will also become more familiar with the concurrent and related growth of patient centered outcomes research and the proliferation of health – related technology, including the electronic health record, the patient portal, personalized health data trackers (e.g. Fitbits), and computer/telephone applications. In addition, students will have an opportunity to apply this knowledge to their own area of research by creating a participatory research project proposal addressing an element of patient engagement and patient-centered outcomes methodology applicable to their scholarly expertise or organizational need.

### Credit Hours
**Min:**
3

## PHDN640 - Bioethical Issues in Nursing

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
640

**Course Description**
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.

### Credit Hours
**Min:**
3

## PHDN641 - Social, Historical, and Philosophical Bases of Nursing

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
641

**Course Description**
Explores the historical development of professional nursing emphasizing social, cultural, and philosophical phenomena influencing caregiving roles. Analyzes historical perspectives of contemporary health care issues and projection of future courses of action.

### Credit Hours
**Min:**
3

## PHDN648 - Health Policy Analysis

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
648

### Credit Hours
**Min:**
3

## PHDN649 - Research Seminar in Health Policy

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
649

**Course Description**
Explores the evolution of nursing scholarship and its current and potential influence on health policy. Provides an overview of the history of the U.S. health care system including the controversies and challenges of health policy reform and health disparities. Implications for social justice are addressed in view of rising health care costs, increasing health care inequities and modest health care outcomes.

**Credit Hours**
**Min:**
3

## PHDN650 - Nursing Research Seminar

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
650

**Course Description**
Provides socialization to the PhD nurse scholar role, with an emphasis on scientific writing and textual reading at the PhD level.

**Credit Hours**
**Min:**
1

## PHDN651 - Nursing Research Seminar

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
651

**Course Description**
Provides the ethical implications and application for research, policy, education, and practice.

**Credit Hours**
**Min:**
1

## PHDN652 - Dissertation Research

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
652

**Course Description**
Development of original research with faculty mentor. An emphasis on the preparation of a critique-based literature review and methodological issues.

**Credit Hours**
**Min:**
1

## PHDN653 - Dissertation Research

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
653

**Course Description**
Ongoing development of original research with faculty mentor. An emphasis on the development of an in-depth, detailed plan for data collection for the dissertation.

**Credit Hours**
**Min:**
3

## PHDN654 - Nursing Research Seminar

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
654

**Course Description**
Provides support for the actual conduct of the dissertation with emphasis on commonly encountered challenges to data collection and management. Addresses the process and procedures for proposal presentation, IRB submission, final presentation and submission of the dissertation.

**Credit Hours**
**Min:**
3

## PHDN655 - Nursing Research Seminar

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
655

**Course Description**
Provides support for the finalization of the dissertation. After the completion of 15 units of dissertation research (six units of PHDN 650-653, three units of PHDN 654, and six units of PHDN 695), candidates must continue to register for PHDN 695 (1 unit) and PHDN 655 (1 unit) each semester to maintain candidacy until the dissertation is completed.

**Credit Hours**
**Min:**
1

**Number Of Repeats:**
10

## PHDN661 - Health and Illness Among Culturally Diverse Populations

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
661

**Course Description**
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.

### Credit Hours

**Min:**
3

## PHDN662 - Feminist Perspectives on the Caring Profession

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
662

### Credit Hours

**Min:**
3

## PHDN663 - Perspectives on Global Health

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
663

**Course Description**
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 examing issues relevant to specific countries or regions.

### Credit Hours

**Min:**
3

## PHDN664 - Dissertation Seminar

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
664

### Credit Hours

**Min:**
3

**Max:**
4

## PHDN665 - Dissertation

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
665

### Credit Hours

**Min:**
0

**Max:**
9

## PHDN668 - Writing for Publication

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
668

### Credit Hours

**Min:**
0

**Max:**
6

## PHDN670 - Quantitative Designs in Research

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
670

**Course Description**
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.

### Credit Hours

**Min:**
3

## PHDN672 - Psychometric Theory and Measurement

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
672

**Course Description**
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 602 with a minimum grade of B-, PHDN 608 with a minimum grade of B- and PHDN 673 with a minimum grade of B-.

### Credit Hours

**Min:**
3

## PHDN673 - Introduction to Qualitative Research: Background, Processes, and Approaches

### General

**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
673

**Course Description**
This course is designed as an introduction to qualitative methodologies. It will explore some of the distinguishing characteristics, techniques/methods of data collection and analysis, ethical considerations, and diversity of methodological approaches.

### Credit Hours
**Min:**
3

## PHDN674 - Advanced Psychometric Measurement

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
674

**Course Description**
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.

### Credit Hours
**Min:**
3

## PHDN676 - The Practice of Qualitative Research

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
676

**Course Description**
Focuses on the craft of conducting qualitative research. Involves practicing methods of data collection and data analysis. Course content will include issues related to evaluating, communicating (oral and written), (re)presenting, and publishing qualitative research findings. Ethical dimensions of qualitative research in human research studies will be emphasized. Throughout the course the contribution of qualitative research to nursing, social, and health sciences and nursing practice will be considered. Prerequisites: PHDN 673 with a minimum grade of B- or comparable course with a minimum grade of B-.

### Credit Hours
**Min:**
3

## PHDN677 - Advanced Quantitative Designs in Research

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
677

**Course Description**
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. Prerequisites: PHDN 670 with a minimum grade of B- or comparable course with a minimum grade of B-.

### Credit Hours
**Min:**
3

## PHDN683 - Communicating Nursing Knowledge

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
683

**Course Description**
An in-depth exploration of the role of teaching in communicating nursing scholarship in academic settings in nursing. Students will critically analyze all aspects of courses design and evaluate the evidence behind different recommended best practices. Through designing and presenting a variety of knowledge dissemination approaches and critiquing other's presentations, student will gain experience and confidence in matching dissemination strategies to identified learning objectives.

### Credit Hours
**Min:**
3

## PHDN684 - Seminar in Grant Writing

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
684

**Course Description**
Addresses all aspects of grant writing, including funding sources, proposal writing and management of funded projects.

### Credit Hours
**Min:**
3

## PHDN685 - Writing for Publication

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
685

**Course Description**
Focuses on scholarly writing in professional nursing. Emphasizes manuscript development for submission for publication. Address multiple venues and publication formats, as well as ethical and legal issues in publishing.

### Credit Hours
**Min:**
3

## PHDN686 - Perspectives in Program Evaluation

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
686

### Credit Hours
**Min:**
3

## PHDN687 - Innovations in Nursing Education

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
687

**Course Description**
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.

### Credit Hours
**Min:**
3

## PHDN688 - Palliative Care : Theory and Praxis

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
688

**Course Description**
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. Symptom management, patient-family communication, and cultural perspectives of chronic illness are major course themes. Analysis and critique of contemporary research on palliative care is integrated throughout the course.

### Credit Hours
**Min:**
3

## PHDN689 - Seminar in Health Promotion

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
689

**Course Description**
Examines theoretical and empirical explanation of health promotion on the well-being of individuals, families, and communities. The course encourages students to complete reviews of evidence-based research and the effectiveness of health promotion programs, health counseling, and communication including health education principles, evaluation methods, and funding opportunities. Synthesis of the literature in relation to student research interest is required to support the development of a dissertation/project relevant to a health promotion concern.

### Credit Hours
**Min:**
3

## PHDN690 - Theory and Research in Executive Leadership

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
690

**Course Description**
This course focuses on select theories and research regarding executive leadership. It emphasizes the internal and external factors substantively affecting executive leadership. Interactive learning experiences encourage self-reflection regarding positive and negative aspects of one's leadership style and potential methods for enhancing these skills. Students will have the opportunity to participate in a pilot study regarding executive leadership to enhance interviewing, data gathering, and analytic expertise.

### Credit Hours
**Min:**
3

## PHDN693 - Residency

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
693

**Course Description**
Provides intensive experience in a selected area of career development.

### Credit Hours
**Min:**
3

## PHDN693A - Research Residency

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
693A

**Course Description**
This experience is related to the research focus of the mentor. The mentor may be a USD faculty member or researcher in another institution. Students are expected to participate in all aspects of the researcher role, including but not limited to grant development, data collection, data management, data analysis, team meetings, clinical aspects, and poster or manuscript preparation.

### Credit Hours
**Min:**
3

## PHDN693B - Teaching Residency

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
693B

**Course Description**
Students are expected to participate in classroom and clinical teaching experiences and all facets of the educator role including planning, implementation, and evaluation aspects of teaching-learning experiences. Lesson plans and development of web-based course materials are part of this experience.

### Credit Hours
**Min:**
3

## PHDN693C - Executive Nurse Leader Residency

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
693C

**Course Description**
Designed for 1. Knowledge acquisition of the nurse scientist role in executive practice (practice, the academy, and policy); and 2. To develop the knowledge and skills necessary to apply leadership concepts, skills, and decision making in the design, implementation, oversight, and accountability in complex systems. The student is expected to participate in all aspects of the executive role and/or a specific research project as mutually defined.

### Credit Hours
**Min:**
3

## PHDN694 - Special Topics in Nursing Research

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
694

**Course Description**
In-depth study of a research method, targeted review of the literature or a dissertation related topic under the guidance of the dissertation chairperson. A publishable paper or poster presentation is an expected outcome.

### Credit Hours
**Min:**
3

## PHDN695 - Dissertation

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
695

**Course Description**
Development and implementation of original research. Provides support for the finalization of the dissertation. After the completion of 15 units of dissertation research (six units of PHDN 650-653, three units of PHDN 654, and six units of PHDN 695), candidates must continue to register for PHDN 695 (1 unit) and PHDN 655 (1 unit) each semester to maintain candidacy until the dissertation is completed. Prerequisites: Successful completion of all required coursework through Semester 5 of the Doctor of Philosophy in Nursing Program

### Credit Hours
**Min:**
1

**Max:**
6

## PHDN697 - Seminar in Health Equity and Disparity Research

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
697

**Course Description**
This course examines the concept of social determinants of health and their role in achieving population health equity. Several theoretical frameworks used in studying health disparities will be explored with a comprehensive overview of risk factors related to social determinants of health and their role in observed health disparities in the United States will be provided. In addition, students will consider trends and patterns of disparity and inequity that impact health care access, quality of health care, and health outcomes within social, cultural, political, economic, and environmental contexts using a systematic, multidisciplinary approach.

### Credit Hours
**Min:**
3

## PHDN698 - Issues in Health Care Work and Workers

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
698

**Course Description**
Analyzes the contemporary health care system as well as research on clinical and policy-related issues to facilitate doctoral students in conceptualizing, contextualizing and design research studies on health care, health care workers and patients

### Credit Hours
**Min:**
3

## PHDN699 - Seminar in Patient Engagement and Health Technology

### General
**College/School**
Hahn School of Nursing

**Course Subject Code**
PHDN

**Course Number**
699

**Course Description**
Explores current definitions of patient engagement and patient activation from multiple stakeholder viewpoints. Emphasizes comprehensive methodologic exploration of patient-centered outcomes. Students will become conversant with relevant literature regarding the concepts of habit formation, behavior change, decision-making, and human-centered design approaches. Students will analyze the role of technology including tracking devices, social media and other platforms as sociocultural factors shaping health behavior and patient engagement.

### Credit Hours
**Min:**
3

## PJS500 - Leadership and Organizations

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
500

**Course Description**
Students in this course gain understanding about their personal purpose, goals and leadership style and begin to create their own plan to gain agency and grow as adaptive leaders. The course prepares students to become effective leaders in the peace and justice field by bringing core concepts and theories about leadership, organizations and change alive through experiential learning, case analysis, individual assessment, and self-reflection.

### Credit Hours

**Min:**
3

## PJS501 - Foundations of Peace and Justice Studies I

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
501

**Course Description**
This course examines the range of possible legal, institutional, and policy frameworks that have been marshaled in an attempt to build positive peace in different contexts, focusing on the disciplines of conflict resolution, human rights, and development. Students will explore the philosophical foundations and practical strategies of each discipline as they relate to the manifestations of conflict and the potential and limitations for peace, and will be introduced to a series of debates and discussions surrounding the modalities and effectiveness of such interventions. The importance of ethical and religious perspectives will be emphasized throughout. Fall semester.

### Credit Hours

**Min:**
3

## PJS502 - Foundations of Peace and Justice Studies II

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
502

**Course Description**
This course builds upon the exploration of the foundations of the core disciplines in Peace and Justice Studies (conflict resolution, human rights, development) covered in PJS 501. In PJS 502 regions of potential empirical and conceptual overlap amonthese core disciplines will be examined through case studies and classroom exercises. Students will analyze the technologies and practices of intervention. The course is organized around a series of cross-cutting modules that require students to bring several of the core disciplines to bear on a common problem. Spring semester. Prerequisite PJS 501.

### Credit Hours

**Min:**
3

## PJS505 - Peace and Conflict Analysis

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
505

**Course Description**
This course covers four broad themes: the historical origins of peace studies, conflict resolution and international development; conflict causes and dynamics; applied conflict analysis; and intervention methods (negotiation, mediation, humanitarian intervention). Exploring resolution options, the course pays special attention to the relationship between protracted violent conflict and development processes. These two phenomena are linked in complex ways; the role of economic development cannot be separated from understanding the causes of conflict and the forms of peacebuilding that will endure.

### Credit Hours

**Min:**
3

## PJS510 - Religion and Conflict Transformation

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
510

**Course Description**
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.

### Credit Hours

**Min:**
3

## PJS511 - Program Design, Monitoring & Evaluation

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
511

**Course Description**
Starting with a solid understanding of the evolution of thinking and practice among key development and peacebuilding actors, this course is designed to prepare students to design, monitor and evaluate peacebuilding programs and project. Students will not only understand best practices in project design and management but also learn the skills and tools necessary to effectively carry out projects.

### Credit Hours

**Min:**
3

## PJS515 - International Justice & Human Rights

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
515

**Course Description**
This course is an introduction to human rights at the level of intellectual theory and discourse and at the level of "real world" action, controversy and struggle. It examines the moral, philosophical, legal and political bases for international human rights, as well as the complex cocktail of actors and organizations involved in human rights advocacy and enforcement. Other specific topics—including transitional justice, R2P, torture, the law of war, and gender-based repression—will vary from semester to semester and instructor to instructor.

### Credit Hours

**Min:**
3

## PJS517 - Engineering Peace

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
517

**Course Description**
This course has been designed to address how teams collaborate through a project-based approach designed to cultivate empathy across disciplinary boundaries. This will help position students to be discipline-bridging changemakers. Drones present technical and ethical challenges that cannot be addressed in isolation. The course involves designing and building the device (a clear engineering challenge) with the more conceptual work of planning for its integration into pro-social organizational processes (a clear peace and justice challenge).

### Credit Hours

**Min:**
3

## PJS520 - International System

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
520

**Course Description**
In a rapidly globalizing world, problems such as financial crises, poverty, violent conflicts, humanitarian disasters, pandemics and cybercrime are increasingly transnational in nature and cannot be solved solely by sovereign states acting individually or collectively. This course is designed to provide a big picture analysis of global governance and its interlocking elements. This includes an introduction to international organizations and multilateralism in a state-based international system and an examination of the political dynamics and key players of global governance in the post-Cold War era. It aims to enable students to understand the system's strengths and limitations and how to make it work better at the micro, meso and macrolevels.

### Credit Hours

**Min:**
3

## PJS530 - Transitional Justice

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
530

**Course Description**
This course examines the range of possible legal, institutional and policy frameworks that have been marshaled in an attempt to respond to large-scale human rights atrocities in the wake of conflict, from tribunals to truth commissions and beyond. It also examines debates about stopping ongoing mass atrocities through "humanitarian intervention" and the "responsibility to protect" doctrine.

### Credit Hours

**Min:**
3

## PJS531 - Applied Peace Education in Mexico

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
531

**Course Description**
How can universities teach peacebuilding to people in dangerous situations without resorting to hand-wringing paternalism or simply using other people's misfortunes as teachable material? This is the guiding question behind: "Teaching Applied Peace Education in Mexico." Students serve as facilitators for the Trans-Border Institute's "diplomado" [certificate program] in Applied Peace Education, given in collaboration with local educational institutions and civil society organizations in the areas of Mexico most affected by the drug war. The program is designed for the leaders of non-governmental organizations, civil servants, and local university students interested in building sustainable peace in Mexico. The USD student facilitators travel to Mexico with TBI staff and attend the seminars, where they learn a broad interdisciplinary curriculum in Applied Peace Education along with the local participants. The curriculum presents seven interconnected paths to sustainable peace: human rights, citizenship, history and memory, conflict resolution, social innovation, digital technology, and ecology. The student facilitators lead group exercises and discussions that reinforce the course material and assess its local relevance. In weekly meetings between each seminar, the student facilitators help TBI staff to tailor the material to local demands, to design and redesign the group exercises to maximize their effectiveness, and hone their own skills as discussion leaders and facilitators. Each diplomado program carries out a collaborative or "hive model" research project, where TBI leverages the local insight, experience, and connections of the seminar participants to produce useful knowledge about the most pressing local problems of peace and justice. The student facilitators participate in the design, implementation, and analysis of the research project and produce a final report for publication in collaboration with TBI. In the process, the student facilitators receive formal training in conducting ethical and effective interview-based research and intensive mentoring from TBI staff.

### Credit Hours

**Min:**
3

## PJS535 - Human Rights Advocacy

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
535

**Course Description**
An examination of the actors and organizations conducting modern-day human rights advocacy and the techniques central to their work, including fact-finding, monitoring, report writing and media work. The course provides a balance of practical skill development (interviewing, press release writing) and critical-reflective examination of the ethical and strategic dilemmas faced by human rights advocates today.

### Credit Hours

**Min:**
3

## PJS540 - Research Methodology

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
540

**Course Description**
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 andquantitative methods. The final unit focuses on two types of research: case study and evaluation/assessment.

### Credit Hours

**Min:**
3

## PJS541 - War, Gender and Peacebuilding

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
541

**Course Description**
On the ground and in the global hotspots, Kurdish women are fighting ISIS, Liberian women locked a dictator and rebel leaders into a negotiating room, and a Filipino woman called for a ceasefire and then created the first civilian team to monitor it. Yet in mass media and in history books these stories often go untold. In the first course of its kind, students learn from and work with four courageous women peacebuilders and human rights defenders who will be in residence at USD in the fall.

### Credit Hours

**Min:**
3

## PJS550 - Conflict Analysis, Prevention and Resolution

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
550

**Course Description**
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 particularcase studies, applying theories learned.

### Credit Hours

**Min:**
3

## PJS551 - Technological & Social Change

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
551

**Course Description**
In this class students explore two broad and related issues: social movements for social change, and new forms of technology. The class begins with big questions: Where does social change come from? Is technology incremental or disruptive? What is the role of change agents in the social change process? How have change agents integrated technology into their tactical repertoires? Questions about technology and tactical repertoires, especially in the digital age, are nowhere near settled. For example, most efforts to explain digital technology focus on social media--an important but partial component of the tech landscape. Pushing beyond questions about twitter and Facebook will allow us to ask how appropriate technologies are transforming peacebuilding and development and how digital devices and processes like bots, drones, and algorithms are transforming investigative journalism and human rights advocacy.

### Credit Hours

**Min:**
3

## PJS552 - Conflict Resolution

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
552

### Credit Hours

**Min:**
3

## PJS553 - International Conflict Prevention and Resolution

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
553

**Course Description**
This course focuses on third-party strategies for ethical intervention in civil and international conflicts. The particular focus is on environments where one party contests the legitimacy of an existing political authority or arrangement. This course studies the special dynamics of these cases in ongoing armed conflict and post-war environments: widespred insecurity, lack of effective government control or functioning, and collective trauma.

### Credit Hours

**Min:**
3

## PJS554 - Ghettos, Gangs & Shanty Towns

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
554

**Credit Hours**
**Min:**
3

## PJS556 - International Negotiations

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
556

**Course Description**
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.

**Credit Hours**
**Min:**
3

## PJS557 - International Negotiations

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
557

**Course Description**
Negotiation is the most widely used means of conflict management, rule- making and decision-making in international affairs. In this course, students develop sound negotiation planning techniques and bargaining strategies to use in the ethical resolution of complex, multi-party conflicts. The role of identity – culture, gender, religion, nationality, class – will be mainstreamed throughout case studies, games and simulations. Students will learn to manage the contextual factors affecting negotiator perception and behavior, including emotions, power imbalances, trust, relationship, time pressures, tactics, third parties (mediators), constraints on flexibility, turning points, and preparation.

**Credit Hours**
**Min:**
3

## PJS558 - Peace and Justice in World Politics:Theory and Practice

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
558

**Course Description**
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.

**Credit Hours**
**Min:**
3

## PJS560 - Diplomatic Decision-Making

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
560

**Credit Hours**
**Min:**
3

## PJS563 - Nonviolence and Peace Education

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
563

**Course Description**
This course examines the dynamics, strengths and limitations of nonviolent actions and social movements as alternatives to violence and as means for insuring human security. Drawing from history, international relations, political science, military, state security and public policy frameworks, students will seek explanations, estimate costs, and assess justifications of violence and of nonviolence.

**Credit Hours**
**Min:**
3

## PJS565 - Peace and Justice in World Politics:Theory and Practice

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
565

**Course Description**
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. Seminar format with extensive student-centered discussions of readings.

**Credit Hours**
**Min:**
3

## PJS566 - International Negotiations

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
566

### Credit Hours

**Min:**
3

## PJS570 - Development and Conflict

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
570

**Course Description**
This course will examine (1) the main economic theories of development and conflict (paying particular attention to the ways in which the two may be linked), (2) the great debates in conflict economics, and (3) the spatial dimensions of violent conflict. It will build a logical and intuitive appreciation of concepts covered by employing both deductive (theoretical and inductive (empirically-grounded theory-building) exercises.

### Credit Hours

**Min:**
3

## PJS572 - Environmental Justice

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
572

**Course Description**
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 andoppression based on differences of gender, race, ethnicity, class, national origin and species membership.

### Credit Hours

**Min:**
3

## PJS574 - Civil Society, Peacebuilding and Development

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
574

**Course Description**
This course, drawing on political theory and democratization literature, will explore the strengths and weaknesses of civil society organizations seeking to build peace, development and democracy after violent conflict. Through case studies, the course will examine places where poverty and inequity were root causes of conflict, requiring social change to meet basic human needs, ensure rights and guarantee security.

### Credit Hours

**Min:**
3

## PJS576 - Mediation

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
576

**Course Description**
This course will focus on skill-building in mediation. Students will learn and practice a variety of tools and methods of mediating disputes. Students will have out-of-class practice in mediation, in addition to simulations.

### Credit Hours

**Min:**
3

## PJS579 - Immigration and Asylum in Practice

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
579

**Course Description**
The course begins with a comprehensive review of the origins and substance of U.S. immigration and asylum law, with a special emphasis on how they interface with the broader history of international humanitarian and human rights norms. Students will then work with staff of the Trans-Border Institute (TBI) to provide expert testimony for asylum claims filed by individuals fleeing persecution in contemporary Mexico and Central America. Working with the most important national and local networks of pro bono immigration attorneys in the country, the students will assist TBI staff in verifying and reinforcing the most important facts and claims in each case, and preparing effective, thorough, and well-documented expert testimony. Students will mobilize the underlying research and their experience working on the individual cases to develop policy briefs of specific aspects of immigration and asylum policy. Each student will produce a significant written contribution to at least one actual asylum case, one fact sheet, and one policy brief to be published by TBI. In addition to a broad introduction to immigration and asylum law grounded in the practice of real-world cases, the students will learn to work collaboratively, designing and dividing up particular research tasks on hard deadlines, and they will learn to ask effective questions of the lawyers, the asylum seekers, and a variety of experts. The course will meet once per week for 3 hours, and students will be expected to complete approximately 10 hours per week of reading and research.

### Credit Hours

**Min:**
3

## PJS580 - International Justice and Human Rights

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
580

**Course Description**
An introduction both to the international law of human rights and to the principal institutions, organizations and processes designed to protect those rights. Attention will also be given to 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?

### Credit Hours
**Min:**
3

## PJS582 - Transitional Justice and Responding to Mass Atrocities

### General
**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
582

**Course Description**
An examination of the range of possible legal, institutional and policy frameworks that have been marshaled in an attempt to respond to large-scale human rights atrocities in the wake of conflict, from tribunals to truth commissions and beyond. The course will also examine debates about stopping ongoing mass atrocities through "humanitarian intervention" and the "responsibility to protect" doctrine.

### Credit Hours
**Min:**
3

## PJS588 - Human Rights Advocacy

### General
**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
588

**Course Description**
An examination of the actors and organizations conductiong modern-day human rights advocacy and the techniques central to their work, including fact-finding, monitoring, report writing, and media work. The course will balance practical skill development (interviewing, press release writing) with a critical and reflective examination of the ethical and strategic dilemmas faced by human rights advocates today.

### Credit Hours
**Min:**
3

## PJS590 - Peace and Justice Portfolio

### General
**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
590

**Course Description**
Students will be required to compile a selection of tangible products from coursework completed throughout the degree program as part of a unique portfolio. The portfolio course will require students to review, integrate, receive feedback on and present their portfolio to demonstrate their competencies in their field of study.

### Credit Hours
**Min:**
1

## PJS591 - Conflict Management and Resolution Portfolio

### General
**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
591

**Course Description**
Students will be required to compile a selection of tangible products from coursework completed throughout the degree program as part of a unique portfolio. The portfolio course will require students to review, integrate, receive feedback on and present their portfolio to demonstrate their competencies in their field of study.

### Credit Hours
**Min:**
1

## PJS593 - Field-based Practicum

### General
**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
593

**Course Description**
The Kroc School's field-based courses create a space for students to apply classroom knowledge in the field within creative and structured environments. The field-based course includes three common elements: a) an applied curriculum, b) the opportunity to interact with practitioners from communities affected by violence and injustice, and c) experience in implementing collaborative projects in the field. Students' work will be guided by USD's core humanistic principles, emphasizing how to look at individuals and communities in a holistic manner.

### Credit Hours
**Min:**
3

## PJS594 - Special Topics

### General
**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
594

**Course Description**
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.

### Credit Hours
**Min:**
0

**Max:**
3

**Number Of Repeats:**
80

## PJS595 - Peace and Justice Studies Capstone

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
595

**Course Description**
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. To pass you must achieve a B or better.

### Credit Hours

**Min:**
3

**Number Of Repeats:**
1

## PJS596 - Individual Professional Project

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
596

**Course Description**
In this course, students will determine a specialization or topic as the focus of their cumulative professional project. They will complete in-person classes with faculty guidance and build a professional portfolio/project/report that represents their knowledge and skills.

### Credit Hours

**Min:**
3

## PJS598 - Internship

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
598

**Course Description**
This course involves participation in an internship related to one of the four areas of specialization within the Peace and Justice Studies Master's curriculum: conflict analysis and resolution, development, human rights, or human security. Internship placements will take place during the summer with a follow-up course in the fall semester. It is open only to students in the Peace and Justice Studies Master's Program. Grading for the course will be on a Pass/Fail basis. Prerequisites: There is a sequence for the Internship requirement for the MAPJ program which currently lists Internship Prep Seminars Part 1 and Part II and are designated as PJS 594 courses.

### Credit Hours

**Min:**
0

**Max:**
3

## PJS599 - Independent Study

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
PJS

**Course Number**
599

**Course Description**
An independent study for up to three units provides students an opportunity to research a topic of particular interest to them relevant to Peace and Justice Studies. The faculty supervisor, program director and Dean of the Joan B. Kroc School of Peace Studies must approve the project proposal prior to the beginning of the relevant semester. This course may be repeated up to a maximum of three units. Prerequisite: Students must have completed at least one semester in the Peace and Justice Studies MA Program.

### Credit Hours

**Min:**
1

**Max:**
3

## POLS521 - Comparative Legal Systems

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
521

**Course Description**
This course examines legal systems from a comparative perspective. Students will study how scholars, lawyers, and policy makers construct and manage formal and informal measures to ensure societal compliance with the law, the legal accountability of state actor, and the provision of basic rights and access to justice under the law. In the process, students will learn about key case studies and cross-national comparisons to understand the differences in legal systems employed around the world. Students may repeat the seminar for credit when the specific topic changes.

### Credit Hours

**Min:**
1

**Max:**
3

## POLS523 - International Law Enforcement

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
523

**Course Description**
This course examines the methods and approaches used to enforce laws internationally, including the use of international conventions, extradition, mutual legal assistance mechanisms, police and judicial cooperation, and other types of international law enforcement cooperation. Students may repeat the seminar for credit when the specific topic changes.

### Credit Hours

**Min:**
1

**Max:**
3

## POLS527 - International Law and Politics

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
527

**Course Description**
This topics survey course provides an overview of the politics, theory, and practice of international law, including building of international legal frameworks; the negotiation, ratification, and enforcement of treaties; the role and functioning of multinational legal institutions (such as the International Court of Justice, the International Criminal Court, International Criminal Tribunals, United Nations Rapporteurs, etc.); the domestic options available in the adjudication of international legal controversies; and comparative legal systems. Relevant topics include the development of legal regimes and strategies for dealing with human rights, corruption, war crimes, crimes against humanity, terrorism, drug trafficking, and similar issues. Students may repeat the seminar for credit when the specific topic changes.

### Credit Hours

**Min:**
1

**Max:**
3

## POLS528 - International Political Boundaries and Border Politics

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
528

**Course Description**
This course provides an examination of international political boundaries, border politics, and related policies, including trade, economic development, migration, law enforcement and security, and international diplomacy. This course considers comparative border dynamics of various regions, such as U.S.-Mexico, U.S.-Canada, China-Russia, India-Pakistan, Spain-Morocco, and the European Union.

### Credit Hours

**Min:**
3

## POLS529 - Law of the Sea

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
529

**Course Description**
This course examines 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 Law-of-the-Sea negotiations 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.

### Credit Hours

**Min:**
3

## POLS530 - Research Design & Analysis

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
530

**Course Description**
This seminar helps students to formulate empirical research questions and introduces basic research strategies to answer them. Through hands-on experience, students learn to develop theories and to test them using basic research designs and uni- and multivariate analyses. In the end, students should be able to conduct and to critically evaluate basic research in the field.

### Credit Hours

**Min:**
3

## POLS535 - Research Design

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
535

**Course Description**
This course is a brief introduction to the principles of research design and analysis in the field of political science and international relations. The course discusses the nature of the scholarly community, the development of middle range theories and hypotheses, conceptualizing and operationalizing variables, and testing hypotheses.

### Credit Hours

**Min:**
1.5

## POLS536 - Research Skills

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
536

**Course Description**
This course enables students to develop understanding and skills in utilizing specialized research methods and tools such as bibliographic research, data gathering, data visualization, qualitative field methods, statistical analysis, and other advanced research methods. Students may repeat the seminar for credit when the specific topic changes. Lectures may be augmented by computer lab time.

### Credit Hours

**Min:**
1

**Max:**
3

## POLS550 - Politics & Policies Around the World: Foundations of Comparative Politics

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
550

**Course Description**
This course offers in an in-depth look at the policies and politics of countries around the world. The purpose of the course is to examine 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/ethnic pluralism, political culture, and democracy. This course is a degree requirement.

### Credit Hours

**Min:**
3

## POLS555 - Politics in Europe

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
555

**Course Description**
This course surveys 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.

### Credit Hours

**Min:**
1

**Max:**
3

## POLS556 - Politics of Africa

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
556

**Course Description**
This course provides an in-depth analysis of political development in 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. Students may repeat the seminar for credit when the specific topic changes.

### Credit Hours

**Min:**
1

**Max:**
3

## POLS557 - Politics in Latin America

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
557

**Course Description**
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.

### Credit Hours

**Min:**
1

**Max:**
3

## POLS559 - Politics in the Middle East

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
559

**Course Description**
This course explores political developments in the Middle East with particular attention to the contemporary era.

### Credit Hours

**Min:**
1

**Max:**
3

## POLS561 - Politics in South Africa

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
561

**Course Description**
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.

### Credit Hours

**Min:**
3

## POLS565 - Politics in Russia

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
565

**Course Description**
This course offers an examination of the political institutions and forces of change in Russia and the Soviet successor states with particular attention to the difficulties of democratization, modernization, and capitalist transformation.

### Credit Hours

**Min:**
3

## POLS566 - Politics in Mexico

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
566

**Course Description**
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.

### Credit Hours

**Min:**
3

## POLS568 - Politics in China

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
568

**Course Description**
This course offers an examination of politics and selected policy issues in contemporary China including political institutions, the policy-making process, and citizen political behavior. Special attention is given to prospects for political reform in China.

### Credit Hours

**Min:**
3

## POLS570 - Global Conflict & Cooperation: Foundations of International Relations

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
570

**Course Description**
This core course provides students with a foundation in the main theories of international relations. In Global Conflict and Cooperation, we tackle some of the most consequential questions in the world: Why do countries go to war? How will countries cooperate to solve problems like global warming? How does global capitalism affect politics? How is foreign policy made? To find answers, we read influential texts, analyze competing ideas, and apply them to case studies. The course also gives students space to explore their own research interests and build a theory framework for their projects. This course is a degree requirement.

### Credit Hours

**Min:**
3

## POLS571 - United States Foreign Policy

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
571

**Course Description**
This class offers an examination of the challenges and opportunities facing U.S. 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 U.S. policy.

### Credit Hours

**Min:**
3

## POLS572 - Russian Foreign Policy

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
572

**Course Description**
This course explores foreign policy in the U.S.S.R. and its successor states 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.

### Credit Hours

**Min:**
3

## POLS573 - Chinese Foreign Policy

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
573

**Course Description**
This course offers an analysis of the foreign policy of the People's Republic of China. Foreign policy-making and China's relations with other international actors will be examined.

### Credit Hours

**Min:**
3

## POLS574 - U.S.-Latin America Relations

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
574

**Course Description**
This course provides 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.

### Credit Hours

**Min:**
3

## POLS575 - U.S.-Middle East Relations

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
575

**Course Description**
This course examines the influences and interests that shape U.S. relations toward the Middle East. Rooted in the study of international relations and foreign policy decision-making, the course critically examines the past, present, and future of relations between the United States and a contested and dynamic region. Students may repeat the seminar for credit when the specific topic changes.

### Credit Hours

**Min:**
3

## POLS576 - U.S. National Security

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
576

**Course Description**
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.

### Credit Hours

**Min:**
3

## POLS577 - Regional Security

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
577

**Course Description**
This course examines security dynamics in important regions of the world, such as West Europe, Latin America, East Asia, and the Islamic countries running from Northwest Africa to Southeast Asia. The course addresses issues like military technology, war, diplomatic relations within the region, political economy, drug trafficking, and terrorism, among others. Students may repeat the seminar for credit when the specific topic changes.

### Credit Hours

**Min:**
3

## POLS578 - Transnational Crime and Terrorism

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
578

**Course Description**
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.

### Credit Hours

**Min:**
3

## POLS580 - International Political Economy

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
580

**Course Description**
This course examines the international and national political strategies affecting economic growth and global distribution of wealth.

### Credit Hours

**Min:**
3

## POLS581 - Politics of Development

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
581

**Course Description**
This course examines the challenge of development, and the domestic and international institutions and policies that seek to promote development around the world. A course subtitle may be modified to reflect a focus on a particular country (e.g., The Politics of Development: South Africa). Students may repeat the seminar for credit when the specific topic changes.

### Credit Hours

**Min:**
3

## POLS582 - International Human Rights

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
582

**Course Description**
This course considers 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.

### Credit Hours

**Min:**
1

**Max:**
3

## POLS583 - International Organizations

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
583

**Course Description**
This course offers 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.

### Credit Hours

**Min:**
3

## POLS584 - International Environmental Governance

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
584

**Course Description**
This course examines the policy decisions that determine human responses to environmental challenges. The course explores three foundational topics: environmental ideologies, the global commons, and natural resources valuation. Students apply these core concepts to environmental sectors, such as climate change, sustainable development, marine resources management, environmental negotiations, and conservation.

### Credit Hours

**Min:**
3

## POLS585 - International Diplomacy

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
585

**Course Description**
This topics course examines the theory and use of diplomacy in international relations and world politics. Students will learn about different diplomatic approaches, forums, techniques, and tools used by states, international governmental organizations, non-governmental organizations, and other entities working internationally. Students may repeat the seminar for credit when the specific topic changes. Students may repeat the seminar for credit when the specific topic changes.

### Credit Hours

**Min:**
1

**Max:**
3

**Number Of Repeats:**
15

## POLS586 - Politics of Intelligence

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
586

**Course Description**
This course is designed to provide students with an understanding of the history and institutional structure of the US intelligence community, the intelligence production cycle, how intelligence contributes to policymakers, how intelligence agencies are managed and controlled, the ethical debate about intelligence activities, current intelligence issues facing US policy makers, and counterintelligence concerns.

### Credit Hours

**Min:**
3

## POLS589 - Politics of Disaster and Crisis Management

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
589

**Course Description**
This topics course examines the problem of natural disasters, crises, and catastrophic events, and the political and policy responses to these phenomena. Students will learn about different types of hazards, such as earthquakes, tornadoes, fires, nuclear disasters, and famines. Students will also learn about the political, economic, and societal factors that contribute to human vulnerability to hazards, such as poverty, corruption, a lack of preparedness, and other issues of governance. Students will also learn about the strategies and practices employed to mitigate hazards and their effects, as well as the ethical dilemmas and moral hazards involved in disaster relief efforts. Finally, and most important, students will have the opportunity to consider the human toll and other implications of catastrophic events. Students may repeat the seminar for credit when the specific topic changes.

### Credit Hours

**Min:**
1

**Max:**
3

**Number Of Repeats:**
15

## POLS591 - Migration and Immigration Politics

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
591

**Course Description**
This topics course examines theories, trends, and policies related to migration and immigration. The course reviews historical and contemporary global migration trends, as well as the specific contexts, aspects, and drivers of migration and immigration policy. In the process, students will learn about differing views in different nations about complex and contentious issues related to the politics of migration and immigration, including citizenship and naturalization, the rights of migrants and immigrants, the problem of unauthorized migration, border security and interior enforcement, anti-immigrant sentiment and immigrant advocacy, the cost and contributions of migrants and immigrants, crimes committed by and against immigrants, the “assimilation” or integration of new immigrant groups, and the consequences of migration and immigration for the affected countries and communities. Students may repeat the seminar for credit when the specific topic changes.

### Credit Hours

**Min:**
1

**Max:**
3

**Number Of Repeats:**
15

## POLS593 - International Relations International Travel Course

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
593

**Course Description**
International travel courses come in different formats and schedules, including seminars, field studies, lectures, simulations, and short travel courses. By traveling to sites of relevance to the course topic, students have the opportunity to meet with policy makers and practitioners, visit locations of interest, and gather information in the field. 593 courses can be repeated for credit provided the topics are substantially different.

### Credit Hours

**Min:**
0.5

**Max:**
3

## POLS594 - Special Topics in International Relations

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
594

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

### Credit Hours

**Min:**
1

**Max:**
3

**Number Of Repeats:**
85

## POLS595 - MAIR Capstone Seminar

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
595

**Course Description**
The Master of Arts in International Relations (MAIR) program at the University of San Diego hosts a capstone seminar for its graduating students to prepare and present a major research project. This capstone seminar is designed to allow students to integrate the knowledge obtained from their course of study in the program and apply that knowledge to the analysis of contemporary issues in international relations. Research topics are determined by the students in consultation with the capstone instructor and other faculty members who serve as external advisors on the student's project. Students present their work at a formal symposium that is open to the public. The final paper and presentation produced for this seminar allow students to fulfill the main learning objectives of the MAIR program, and help to orient them towards a career in international affairs. Students must have completed at least 24 units prior to enrollment in the MAIR Capstone Seminar. Prerequisites: POLS 550 and POLS 570.

### Credit Hours

**Min:**
3

## POLS596 - Short Course in IR: Special Topics

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
596

**Course Description**
Short courses come in different formats and schedules, including academic seminars, professional workshops, and short travel courses. They allow the department to offer courses on topics and/or on schedules that would not be suitable for three units and they give students greater options and more flexibility in load management and scheduling. 596 courses can be repeated for credit provided the topics are different.

### Credit Hours

**Min:**
0.5

**Max:**
1.5

## POLS598 - Internship in International Relations

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
598

**Course Description**
Students can receive credit for internships with the government, nongovernment agencies, corporations, and other suitable entities involved in international relations. Students are required to have a writing component in the internship. Students must have completed at least 15 units in the program and have an overall GPA of 3.33 to request an internship for credit. Internships for credit must be approved by the graduate director.

### Credit Hours

**Min:**
0.5

**Max:**
3

## POLS599 - Independent Study in International Relations

### General

**College/School**
Arts & Sciences

**Course Subject Code**
POLS

**Course Number**
599

**Course Description**
Directed research can be conducted under the supervision of one of the permanent graduate faculty members in the Department. Students must have completed 15 units in the program and have an overall GPA of 3.5. Project proposals must be approved by a faculty sponsor and the graduate director.

### Credit Hours

**Min:**
0.5

**Max:**
3

## PS505 - Generous Leadership: Cultivating Stewardship

### General

**College/School**
FS

**Course Subject Code**
PS

**Course Number**
505

### Credit Hours

**Min:**
1.5

## SDSU670 - Topics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
SDSU

**Course Number**
670

**Credit Hours**
**Min:**
3

## SDSU671 - Topics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
SDSU

**Course Number**
671

**Credit Hours**
**Min:**
3

## SDSU672 - Topics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
SDSU

**Course Number**
672

**Credit Hours**
**Min:**
3

## SDSU673 - Topics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
SDSU

**Course Number**
673

**Credit Hours**
**Min:**
3

## SDSU674 - Topics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
SDSU

**Course Number**
674

**Credit Hours**
**Min:**
3

## SDSU675 - Topics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
SDSU

**Course Number**
675

**Credit Hours**
**Min:**
3

## SDSU676 - Topics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
SDSU

**Course Number**
676

**Credit Hours**
**Min:**
3

## SDSU677 - Topics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
SDSU

**Course Number**
677

**Credit Hours**
**Min:**
3

## SDSU678 - Topics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
SDSU

**Course Number**
678

**Credit Hours**
**Min:**
3

## SDSU679 - Topics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
SDSU

**Course Number**
679

**Credit Hours**
**Min:**
3

**Max:**
4

## SDSU695 - Topics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
SDSU

**Course Number**
695

**Credit Hours**

**Min:**
1

**Max:**
6

## SDSU698 - Topics

### General

**College/School**
School of Leadership & Educ.

**Course Subject Code**
SDSU

**Course Number**
698

**Credit Hours**

**Min:**
1

**Max:**
3

## SOIN500 - Global Challenges

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
SOIN

**Course Number**
500

**Course Description**
This course follows a systems perspective to explain major challenges of the 21st century, which are included in the Sustainable Development Millennium goals: poverty, hunger, environmental degradation, environment and violent conflict, among others. A systems perspective of current challenges and their causes expand student capabilities for framing problems and designing solutions. In examining major challenges, students also learn about emerging models of leadership, organization and collaboration seeking to address those issues.

**Credit Hours**

**Min:**
3

## SOIN505 - Social Innovation

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
SOIN

**Course Number**
505

**Course Description**
In this introductory field-based course to social innovation students are introduced to the strategies and processes for creating social change through innovation. Students gain knowledge of strategies of change through innovation by interacting with social and political entrepreneurs, activists, organizations, and social movements in San Diego/Tijuana. Students analyze cases of individuals and groups who have catalyzed important positive social change through different organizational platforms – in the market, in government, within the nonprofit sector, and increasingly in the space between these three sectors. Throughout the course, students examine social innovation connecting field experiences with readings and in-class discussions. They are introduced in action to the tools and methodologies of participatory innovation, design thinking and measurement and evaluation.

**Credit Hours**

**Min:**
3

## SOIN510 - Social Entrepreneurship

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
SOIN

**Course Number**
510

**Course Description**
How can we translate ideas into sustainable initiatives with social impact? In this course students develop the mindset and capabilities of entrepreneurs or intrapreneurs for social change. Through the design of real world projects, students learn key elements for designing sustainable initiatives that create a new social equilibrium better than what existed before: value proposition, financial modeling, measurement and evaluation, among others.

**Credit Hours**

**Min:**
3

## SOIN517 - Engineering Peace

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
SOIN

**Course Number**
517

**Course Description**
This course has been designed to address how teams collaborate through a project-based approach designed to cultivate empathy across disciplinary boundaries. This will help position students to be discipline-bridging changemakers. Drones present technical and ethical challenges that cannot be addressed in isolation. The course involves designing and building the device (a clear engineering challenge) with the more conceptual work of planning for its integration into pro-social organizational processes (a clear peace and justice challenge).

**Credit Hours**

**Min:**
3

## SOIN520 - Innovation Evaluation

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
SOIN

**Course Number**
520

**Course Description**
Social innovation must be translated into actionable initiatives to achieve their intended goals. This course is designed to prepare students to design, monitor and evaluate social innovation initiatives. It provides essential knowledge for program design and management, including needs and impact assessment, as well as logical frameworks for monitoring and evaluation. A log frame is a tool to systematize the planning, implementation, monitoring and evaluation of projects throughout the project cycle. Through this course students learn the skills and tools necessary to effectively carry out social innovation.

**Credit Hours**

**Min:**
3

## SOIN525 - Social Innovation Capstone

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
SOIN

**Course Number**
525

**Course Description**
The capstone is the culminating experience of the MASI, where students develop a social innovation proposal that reinforces the knowledge and skills acquired throughout coursework. The capstone is about the integration of theory and practice, design thinking and creativity. Students begin by identifying a specific challenge and articulating hypotheses for addressing the problem. Projects include a plan of action for translating the proposed solution into a sustainable endeavor, as well as mechanisms of impact assessment. Beyond the faculty teaching the Capstone course, the Center for Peace and Commerce's Social Innovation Challenge will support students in the process. Beyond presenting the Capstone proposal to the class for grading purposes, students pitch their proposal to a panel of judges.

#### Credit Hours

**Min:**
4

## SOIN550 - Fundamentals of Finance & Accounting

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
SOIN

**Course Number**
550

**Course Description**
Financial and accounting skills as essential components of management. This workshop provides the fundamental concepts, tools, and techniques for effective decision making. It teaches students to interpret financial reports, to make informed decisions, create budgets, and justify decisions based on costs and ROI.

#### Credit Hours

**Min:**
1

## SOIN555 - Design Thinking

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
SOIN

**Course Number**
555

**Course Description**
Design thinking can be central to innovation and problem solving in a wide array of fields and organizational setting. Experiential learning and team exercises focus on the people-centered approach, and lead students to hone skills for listening, user empathy, collaboration, and experimentation.

#### Credit Hours

**Min:**
1

## SOIN560 - Pitching for Success

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
SOIN

**Course Number**
560

**Course Description**
Pitching a social innovation idea to investors and funders is an art. In this workshop students learn how to engage in the art of collaborative conversations that sells. In this workshop, students work on creating a dialogue that can convey their goals clearly.

#### Credit Hours

**Min:**
1

## SOIN590 - Social Innovation Portfolio

### General

**College/School**
Kroc School of Peace Studies

**Course Subject Code**
SOIN

**Course Number**
590

**Course Description**
Students will be required to compile a selection of tangible products from coursework completed throughout the degree program as part of a unique portfolio. The portfolio course will require students to review, integrate, receive feedback on and present their portfolio to demonstrate their competencies in their field of study.

#### Credit Hours

**Min:**
1

## ST610 - Holy Spirit in Church and Life

### General

**College/School**
FS

**Course Subject Code**
ST

**Course Number**
610

#### Credit Hours

**Min:**
3

## THEA501 - Text and Context: Modern Drama

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
501

**Course Description**
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.

#### Credit Hours

**Min:**
3

## THEA502 - Text and Context: Renaissance Drama

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
502

**Course Description**
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.

### Credit Hours

**Min:**
3

## THEA503 - Text and Context: Restoration Drama

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
503

**Course Description**
A study of the cultural background of Moliere, the Restoration and the 18th century. Readings in the drama of these eras may be supplemented by social, historical, political or artistic material.

### Credit Hours

**Min:**
3

## THEA506 - Graduate Colloquium

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
506

**Course Description**
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.

### Credit Hours

**Min:**
3

## THEA511 - Movement I

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
511

**Course Description**
Course that uses the concepts of Laban and Weight/Time/Space as the basis for physical/vocal explorations and movement-based techniques for the actor. Yoga and private tutorials in the Alexander Technique included and continue throughout the program.

### Credit Hours

**Min:**
3

## THEA512 - Movement II

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
512

**Course Description**
An introduction to stage combat that focuses on the skills needed to execute safe and dramatically effective stage violence. Class addresses the unique focus necessary for the integration of combat skills into the actor's process.

### Credit Hours

**Min:**
3

## THEA513 - Movement III

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
513

**Course Description**
Course that gives actors the opportunity to apply movement concepts and principles directly to their acting process, strengthening the development of an integrated movement-based acting technique.

### Credit Hours

**Min:**
3

## THEA514 - Movement IV

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
514

**Course Description**
In-depth study of acting staged violence, incorporating numerous stage combat disciplines. Work includes fight scenes from Classical, Shakespeare, and Contemporary plays.

### Credit Hours

**Min:**
3

## THEA521 - Acting I

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
521

**Course Description**
An exploration of the Stanislavski technique and application of its analytical process to texts in Modern Drama. Extra-curricular performance assignments are an integral part of this course and all acting courses throughout the program.

**Credit Hours**
**Min:**
3

## THEA522 - Acting II

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
522

**Course Description**
Applies techniques and exploration begun in Acting I to a focus on the performance of Shakespeare, verse and heightened language. Individual emphasis will be placed on practicing alternative techniques that support growth and range of performance.

**Credit Hours**
**Min:**
3

## THEA523 - Acting III

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
523

**Course Description**
Course that concentrates on performing scenes from a range of periods such as French neo-classical, English restoration and 19th century. Individual emphasis will be placed on practicing alternative techniques that support growth and range of performance.

**Credit Hours**
**Min:**
3

## THEA524 - Acting IV

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
524

**Course Description**
Course that prepares actors for professional theatre careers. Focuses on scene work in contemporary drama, audition technique, monologue preparation, on-camera performance and the business of acting..

**Credit Hours**
**Min:**
3

## THEA531 - Globe Production I

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
531

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

**Credit Hours**
**Min:**
3

## THEA532 - Globe Production II

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
532

**Course Description**
Independent study practicum at The Old Globe under the supervision of the Director of the program. This course is Pass/Fail.

**Credit Hours**
**Min:**
3

## THEA533 - Globe Production III

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
533

**Course Description**
Independent study practicum at The Old Globe under the supervision of the Director of the program. This course is Pass/Fail.

**Credit Hours**
**Min:**
3

## THEA541 - Voice and Speech I

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
541

**Course Description**
Course develops awareness and health of the vocal instrument and builds skill in breath support, rich vocal resonation, precise articulation, stage worthy vocal presence, the International Phonetic Alphabet, scansion and the speaking of rhetoric.

**Credit Hours**
**Min:**
3

## THEA542 - Voice and Speech II

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
542

**Course Description**
Course focuses on individually designed vocal warm-ups. IPA is used to identify and differentiate the speech styles of General American, Standard American and Standard English.

### Credit Hours

**Min:**
3

## THEA543 - Voice and Speech III

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
543

**Course Description**
Focuses on The Four Components of Voice: Quality, Force, Time and Pitch. Students practice and perform speeches from Shakespeare and contemporary plays, to speak with variety, specificity, expressiveness and intention.

### Credit Hours

**Min:**
3

## THEA544 - Voice and Speech IV

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
544

**Course Description**
Focuses on stage dialects and accents, providing practice in the process of identifying, analyzing and learning to speak English with the appearance of an authentic dialect or accent for performance. Studies include phonetic sound changes, pitch patterns, rhythms and speeds, tone placements and cultural expectations of those societies.

### Credit Hours

**Min:**
3

## THEA595 - Text and Context: Thesis Project

### General

**College/School**
Arts & Sciences

**Course Subject Code**
THEA

**Course Number**
595

**Course Description**
Workshop dedicated to producing the program thesis, an original solo performance piece. Coursework includes research, writing and rehearsal.

### Credit Hours

**Min:**
1

**Max:**
6