

Undergraduate Bulletin

2004-2006



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*P*resident's *M*essage

Dear Reader,

I hope that you will enjoy the University of San Diego *Undergraduate Bulletin*, and that it will provide you with useful information about the University, its mission and goals, its faculty, and its academic programs and policies. The *Bulletin* provides a window through which the academic activities and resources of the University can be seen. Every department and school that provides undergraduate instruction has presented a summary of its courses, degree requirements, curriculum recommendations, and a list of the full-time faculty. Most of your academic questions can be answered by reviewing this document carefully.

What can't be printed on these pages is the extraordinary spirit of community and intellectual curiosity that characterizes this university. The interest and concern shown by the faculty for the development and education of the students, their dedication to scholarship, and the academic potential of the students for genuine achievement, are as much a part of the University as the formal list of courses and programs.

Welcome to the University of San Diego!

A handwritten signature in black ink that reads "Mary E. Lyons". The signature is written in a cursive, flowing style.

Mary E. Lyons, Ph.D.

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Reservation of the Right to Modify

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

This *Undergraduate Bulletin* was printed on April 5, 2004, and covers programs, policies, calendars, courses and course content, and fees in effect as of September 1, 2004. For changes that have occurred since then, please see the on-line *Bulletin* at <http://www.sandiego.edu>.

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

General Information





COMMUNICATIONS

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

Vice President for Finance and Administration
All financial matters.

Vice President for Student Affairs
Student affairs, student activities.

Vice President for Mission and University Relations
Contributions and bequests, information about University events, alumni/ae affairs.

Dean, College of Arts and Sciences
General academic policy and programs and degree programs within the College.

Dean, School of Business Administration
Accountancy, business administration, economics, and electrical, industrial and systems, and mechanical engineering.

Dean, School of Education
Credential programs, graduate programs in education.

Dean, Hahn School of Nursing and Health Science
Nursing programs.

Director, Career Services
Career information and job interviews for students and alumni/ae.

Director, Continuing Education
Information pertaining to continuing education.

Director, Disability Services
Disability verification information, available support services and accommodations.

Director, Educational Opportunity Program
Information on Educational Opportunity Program.

Director, Financial Aid Services
Scholarships, financial aid, grants, loans, student employment.

Director, Honors Program
Information on Honors Program curriculum and admission.

Director, Housing
Housing accommodations.

Director, Special Sessions
Information pertaining to Summer Sessions and Intersession.

Director, Admissions
Admissions procedures and campus visits.

Registrar
Student records and transcripts.

Programs Coordinator, Study Abroad
Information pertaining to Study Abroad Programs in the College of Arts and Sciences.

Mailing address:
University of San Diego
5998 Alcalá Park
San Diego, California 92110-2492

Telephone: (619)260-4600

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2004 *FALL* SEMESTER

Monday, August 23 - Wednesday, September 8

Registration/fee payment dates for new and returning students (for evening students: registration 5-7 p.m., before evening classes during first week of classes, except Friday evening)

Saturday, August 28

New Student/Parent Mass

Saturday, August 28 - Wednesday, September 1

New Student Orientation

Wednesday, September 1

Competency Examination: Foreign Languages

Thursday, September 2

Classes begin

Monday, September 6

Labor Day holiday (offices closed; no classes)

Wednesday, September 8

Final registration/fee payment deadline
Deadline 100% tuition refund

Thursday, September 9

Late registration fee begins

Friday, September 10

Mass of The Holy Spirit

Tuesday, September 14

Last day to enroll in classes

Wednesday, September 15

Deadline 90% tuition refund

Wednesday, September 22

Deadline 80% tuition refund

Wednesday, September 29

Deadline 70% tuition refund

Friday, October 1

Financial aid applications for January Intersession available

Wednesday, October 6

First deadline 60% tuition refund

Monday, October 11

Deadline to pay Competency Examination fee

Wednesday, October 13

Final deadline 60% tuition refund

Monday, October 18

Mid-term grades due

Monday, October 18 - Friday, October 22

Class reservation by phone for Intersession 2005
(five days only; see Tuesday, October 26 for walk-in registration for Intersession 2005)

Wednesday, October 20

Deadline 50% tuition refund

Monday, October 25

Deadline to select grade or Pass/Fail option

Tuesday, October 26

Walk-in registration begins for Intersession 2005

Wednesday, October 27

Deadline 40% tuition refund

Saturday, October 30

Competency Examination: Mathematics

Monday, November 1

Class reservation begins for spring 2005
Priority deadline for January Intersession financial aid applications

Saturday, November 6

Competency Examinations: Logic, Lower-Division and Upper-Division English

Wednesday, November 10

Last day to withdraw from classes
Deadline for removal of Incompletes from prior semester/Summer Sessions

Thursday, November 25 - Friday, November 26

Thanksgiving holiday (offices closed; no classes)

Monday, December 13

Last day of classes
Last day to petition for January 2006 graduation

Tuesday, December 14

Study Period

Wednesday, December 15 - Tuesday, December 21

Final examinations

Saturday, December 18

NROTC Commissioning Ceremony

2005 *I* NTERSESSION (OPTIONAL)

Wednesday, January 5

First day of Intercession classes

Tuesday, January 25

Last day of Intercession classes

See the 2005 *Intercession Bulletin* for specific courses, dates, and registration procedures.

2005 *S* PRING *S* EMESTER

Friday, January 21 - Friday, February 4

Registration/fee payment dates for new and returning students (for evening students: registration 5-7 p.m., before evening classes during first week of classes, except Friday evening)

Thursday, January 27 - Sunday, January 30

New Student Orientation

Friday, January 28

Competency Examination: Foreign Languages

Monday, January 31

Classes begin

Tuesday, February 1

Financial aid applications for Summer Sessions 2005 available

Friday, February 4

Final registration/fee payment deadline
Deadline 100% tuition refund
All Faith Service

Saturday, February 5

Late registration fee begins

Wednesday, February 9

Last day to enroll in classes

Friday, February 11

Deadline 90% tuition refund

Friday, February 18

Deadline 80% tuition refund

Sunday, February 20

Priority deadline for USD financial aid applications for 2005-2006 fall and/or spring semesters for new (freshmen and transfer) undergraduate students

Friday, February 25

Deadline 70% tuition refund

Friday, March 4

First deadline 60% tuition refund

Friday, March 11

Final deadline 60% tuition refund

Monday, March 14

Deadline to pay Competency Examination fee

Monday, March 14 - Friday, March 18

Class reservation by phone for Summer Sessions 2005 (five days only; see Tuesday, March 29 for walk-in registration for Summer Sessions 2005)

Friday, March 18

Deadline 50% tuition refund
Priority deadline for Summer Sessions 2005 financial aid applications

Monday, March 21 - Monday, March 28

Easter/Spring Break (no classes; offices closed on Friday, March 25)

Friday, March 25

Deadline 40% tuition refund

Tuesday, March 29

Mid-term grades due
Walk-in registration begins for Summer Sessions 2005

Friday, April 1

Class reservations begins for fall 2005
Priority deadline for USD financial aid applications for 2005-2006 fall and/or spring semesters for continuing undergraduate students

Saturday, April 2

Competency Examination: Mathematics

Tuesday, April 5

Deadline to select grade or Pass/Fail option

Friday, April 8

Last day to withdraw from classes
Deadline for removal of Incompletes from the prior semester/Interession

Saturday, April 9

Competency Examinations: Logic, Lower-Division and Upper-Division English

Tuesday, May 3

Honors Convocation

Monday, May 16

Last day of classes
Last day to petition for May/August 2006 graduation

Tuesday, May 17

Study Period

Wednesday, May 18 - Tuesday, May 24

Final examinations

Saturday, May 28 - Sunday, May 29

Commencements

Monday, May 30

NROTC Commissioning Ceremony

2005 SUMMER SESSIONS (OPTIONAL)

Monday, June 6

First day of first session

Friday, August 26

Last day of last session

See the 2005 *Summer Sessions Bulletin* for specific courses, dates, and registration procedures.

2005 FALL SEMESTER

Monday, August 22 - Wednesday, September 7

Registration/fee payment dates for new and returning students (for evening students: registration 5-7 p.m., before evening classes during first week of classes, except Friday evening)

Saturday, August 27

New Student/Parent Mass

Saturday, August 27 - Wednesday, August 31

New Student Orientation

Wednesday, August 31

Competency Examination: Foreign Languages

Thursday, September 1

Classes begin

Monday, September 5

Labor Day holiday (offices closed; no classes)

Wednesday, September 7

Final registration/fee payment deadline
Deadline 100% tuition refund

Thursday, September 8

Late registration fee begins

Friday, September 9

Mass of The Holy Spirit

Tuesday, September 13

Last day to enroll in classes

Wednesday, September 14

Deadline 90% tuition refund

Wednesday, September 21

Deadline 80% tuition refund

Wednesday, September 28

Deadline 70% tuition refund

Saturday, October 1

Financial aid applications for January Interession available

Wednesday, October 5

First 60% tuition refund

Monday, October 10

Deadline to pay Competency Examination fee

Monday, October 17 - Friday, October 21

Class reservation by phone for Interession 2006 (five days only; see Tuesday, October 25 for walk-in registration for Interession 2006)

Wednesday, October 19

Deadline 50% tuition refund

Wednesday, October 21

Final 60% deadline tuition refund

Monday, October 24

Mid-term grades due

Tuesday, October 25

Walk-in registration begins for Intercession 2006

Wednesday, October 26

Deadline 40% tuition refund

Saturday, October 29

Competency Examination: Mathematics

Monday, October 31

Deadline to select grade or Pass/Fail option

Tuesday, November 1

Class reservation begins for spring 2006

Priority deadline for January Intercession financial aid applications

Saturday, November 5

Competency Examinations: Logic, Lower-Division and Upper-Division English

Wednesday, November 9

Last day to withdraw from classes

Deadline for removal of Incompletes from prior semester/Summer Sessions

Thursday, November 24 - Friday, November 25

Thanksgiving holiday (offices closed; no classes)

Monday, December 12

Last day of classes

Last day to petition for January 2007 graduation

Tuesday, December 13

Study Period

Wednesday, December 14 - Tuesday, December 20

Final examinations

Saturday, December 17

NROTC Commissioning Ceremony

2006 **INTERSESSION (OPTIONAL)****Wednesday, January 4**

First day of Intercession classes

Tuesday, January 24

Last day of Intercession classes

See the 2006 *Intercession Bulletin* for specific courses, dates, and registration procedures.*2006* **SPRING SEMESTER****Monday, January 16 - Wednesday, February 1**

Registration/fee payment dates for new and returning students (for evening students: registration 5-7 p.m. before evening classes during first week of classes, except Friday evening)

Wednesday, February 1

Final registration/fee payment deadline

Deadline 100% tuition refund

Financial aid applications for Summer Sessions 2006 available

Tuesday, January 24 - Wednesday, January 25

New Student Orientation

Thursday, February 2

Late registration fee begins

Wednesday, January 25

Competency Examination: Foreign Languages

Friday, February 3

All Faith Service

Thursday, January 26

Classes begin

Tuesday, February 7

Last day to enroll in classes

Wednesday, February 8

Deadline 90% tuition refund

Wednesday, February 15

Deadline 80% tuition refund

Monday, February 20

Priority deadline for USD financial aid applications for 2006-2007 fall and/or spring semesters for new (freshmen and transfer) undergraduate students

Wednesday, February 22

Deadline 70% tuition refund

Wednesday, March 1

First 60% tuition refund

Wednesday, March 8

Final deadline 60% tuition refund

Monday, March 13 - Friday, March 17

Spring Break (no classes)

Wednesday, March 15

Deadline 50% tuition refund

Friday, March 17

Priority deadline for Summer Sessions 2006 financial aid applications

Monday, March 20

Mid-term grades due

Deadline to pay Competency Examination fee

Monday, March 20 - Friday, March 24

Class reservation by phone for Summer Sessions 2006 (five days only; see Tuesday, March 28 for walk-in registration for Summer Sessions 2006)

Wednesday, March 22

Deadline 40% tuition refund

Monday, March 27

Deadline to select grade or Pass/Fail option

Tuesday, March 28

Walk-in registration begins for Summer Sessions 2006

Saturday, April 1

Priority deadline for USD financial aid applications for 2006-2007 fall and/or spring semesters for continuing undergraduate students

Monday, April 3

Class reservation begins for fall 2006

Wednesday, April 5

Last day to withdraw from classes

Deadline for removal of Incompletes from prior semester/Interession

Saturday, April 8

Competency Examination: Mathematics

Thursday, April 13 - Monday, April 17

Holy Thursday, Good Friday, Easter Monday (no classes; offices closed on Friday, April 14)

Saturday, April 22

Competency Examinations: Logic, Lower-Division and Upper-Division English

Tuesday, May 2

Honors Convocation

Monday, May 15

Last day of classes

Last day to petition for May/August 2007 graduation

Tuesday, May 16

Study Period

Wednesday, May 17 - Tuesday, May 23

Final examinations

Saturday, May 27 - Sunday, May 28

Commencements

Monday, May 29

NROTC Commissioning Ceremony

2006 SUMMER SESSIONS (OPTIONAL)

Monday, June 5

First day of first session

Friday, August 25

Last day of last session

See the 2006 *Summer Sessions Bulletin* for specific courses, dates, and registration procedures.

HISTORY

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

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

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

In 1994, USD was reclassified by the Carnegie Foundation for the Advancement of Teaching as a "Doctoral University II" institution. This reclassification recognized the strides the University had made in graduate studies and research. In addition, USD became the center of national attention on October 16, 1996, when it hosted the United States Presidential Debate.

The young men and women who share the life of the University of San Diego as undergraduates and contribute to its growth are a multi-talented group who have many options in their life choices. They have chosen USD for

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

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

MISSION STATEMENT

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

CORE VALUES

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

Academic Excellence

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

Knowledge

The University advances intellectual development; promotes democratic and global citizenship; cultivates an appreciation for beauty, goodness, and truth; and provides opportunities for the physical, spiritual, emotional, social, and cultural development of students. The University provides professional education grounded in these foundations

of liberal learning while preparing students to understand complex issues and express informed opinions with courage and conviction.

Community

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

Ethical Conduct

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

Compassionate Service

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

THE CAMPUS

The campus name, Alcalá Park, refers to Alcalá de Henares, a town near Madrid, Spain founded by the Greeks. The Moslems renamed the town Al Kala, “the castle,” and it later became the site of San Ildefonso University. Like its namesake, the University of San Diego is on a prominent hilltop where it attains landmark status in the city. The University of San Diego campus, consisting of 182 acres, is at the western end of Kearny Mesa, commanding views of the Pacific Ocean, Mission Bay, San

Diego Bay, and the surrounding mountains. The campus is in America’s seventh largest urban area, ideally close to the business, research, cultural, residential, and recreational centers of California’s birthplace and second largest city.

Appropriate to its classical origins, the academic and administrative buildings are situated on the highest mesa within the campus. Alcalá Park’s buildings include The Immaculata parish church; the School of Law (Warren Hall); the Katherine M. and George M. Pardee, Jr. Legal Research Center; the Helen K. and James S. Copley Library; the School of Business Administration (Olin Hall); the Hahn School of Nursing and Health Science; the Author E. and Marjorie A. Hughes Administration Center; the Earnest and Jean Hahn University Center; the Manchester Executive Conference Center; Loma Hall; Founders Hall; Camino Hall, including the Shiley Theatre; The Joan B. Kroc Institute for Peace and Justice; The Donald P. Shiley Center for Science and Technology; the Degheri Alumni Center; several other administrative and classroom buildings; and residential areas.

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

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 first-hand insight into the Mexican culture.

A NON-PROFIT CORPORATION

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

OFFICIAL RECOGNITION AND ACCREDITATION

The University of San Diego is incorporated under the laws of the State of California and is invested with full power to confer degrees. It is accredited by the Western Association of Schools and Colleges (985 Atlantic Avenue, Suite 100, Alameda, California, 94501; 510-748-9001), and is approved for veterans. The baccalaureate and master’s programs of the Hahn School of Nursing and Health Science are accredited by the Commission on Collegiate Nursing Education (One Dupont Circle NW, Suite 530, Washington, D.C., 20036-1120; 202-887-6791). The undergraduate and graduate programs of the School of



Business Administration are accredited by the AACSB International – The Association to Advance Collegiate Schools of Business (600 Emerson Road, Suite 300, St. Louis, Missouri, 63141-6762; 314-872-8481). The Dual B.S./B.A. Degree Programs in Electrical Engineering and Industrial/Systems Engineering are Professional Programs accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) (111 Market Place, Suite 1050, Baltimore, Maryland, 21202-4012). The School of Law is accredited by the American Bar Association (750 N. Lake Shore Drive, Chicago, Illinois, 60611) and is a member of The Order of the Coif and the Association of American Law Schools. The Marital and Family Therapy program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFT) (112 South Alfred Street, Alexandria, Virginia, 22314; 703-838-9808). The University is authorized by the California Commission on Teacher Credentialing (CCTC) (1900 Capitol Avenue, Sacramento, California, 95814; 916-445-7254) to recommend candidates for the Multiple BCLAD emphasis teaching credentials, Multiple Subject and Single Subject teaching credentials, the Education Specialist Credential (Special Education), the Administrative Services credential, and the Pupil Personnel Service credentials. The USD Department of Chemistry is on the list of colleges and universities approved by the American Chemical Society (1155 Sixteenth Street, N.W., Washington, D.C., 20036; 202-872-6066).

MEMBERSHIPS

The University of San Diego holds membership in the following:

AACSB International – The Association to Advance Collegiate Schools of Business
Academy of International Business
Accreditation Board for Engineering & Technology, Inc.
American Association of Colleges of Nursing
American Association of Colleges for Teacher Education
American Association of University Women (AAUW)
American Bar Association
American Camping Association
American College Personnel Association (ACPA)
American Council on Education (ACE)
American Electronics Association
American Historical Association
American Industrial Hygiene Association
American Institute of Architects
American Payroll Association
American Political Science Association
American Society for Engineering Education
American Society of Comparative Law, Inc.
American Society of Safety Engineers
Asian Network
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
Association of College and University Housing Officers – International
Association of College Union International
Association of Governing Boards of Universities and Colleges
Association of Graduate Schools in Catholic Colleges and Universities
Association of Higher Education Facilities Officers (Physical Plant Administrators)
Association of Independent California Colleges and Universities (AICCU)
Association of NROTC Colleges and Universities
Association of Student Affairs at Catholic Colleges and Universities
Association of University Architects
Association para la Educacion Teologica Hispania
Balboa Art Conversion Center
Better Business Bureau
California Association of College Stores
California Association of Colleges of Nursing
Campus Compact
Campus Computer Resellers Alliance
Center for Academic Integrity
College Board (College Entrance Examination Board and Scholarship Service)
College and University Personnel Association (CUPA)
Collegium
Commission on Collegiate Nursing Education
Community of Science
Consejo Latinoamericana de Escuela de Administracion
Council for Higher Education Accreditation (WASC)
Council for Opportunity in Education
Council of Graduate Schools in the United States
Council of Undergraduate Research
Educause
Electronics and Computer Engineering Department Heads Association
Family Firm Institute
Greater San Diego Employers Association
The Hispanic Association of Colleges and Universities (HACU)
Hispanic Summer Program
Independent College Bookstore Association
Independent Colleges of Southern California (ICSC)
International Association of Campus Law Enforcement Administrators
International Association of University Presidents
Japan Society of San Diego
Leadership Alliance
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 Campus Card Users
 National Association of College Admission Counselors
 National Association of College Auxiliary Services
 National Association of College Stores
 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 Colleges and Employers
 National Association of Educational Buyers
 National Association of Foreign Student Affairs (NAFSA)
 National Association of Independent Colleges and Universities (NAICU)
 National Association of Student Financial Aid Administrators
 National Association of Student Personnel Administrators
 National Association of Women in Higher Education
 National Business Travel Association
 National Collegiate Athletic Association
 National Council for Accreditation of Teacher Education
 National Fire Protection Association
 National Intramural-Recreation Sports Association

National Legal Aid and Defenders Association
 National Safety Council
 National Society for Experiential Education
 North American Association of Summer Sessions
 Pacific Association of Collegiate Registrars and Admissions Officers
 San Diego Dialogue
 San Diego Hispanic Chamber of Commerce
 San Diego Oceans Foundation
 San Diego Regional Chamber of Commerce
 San Diego Regional Economic Development Corporation
 San Diego World Affairs Council
 Society of Research Administrators (SRA)
 Southern California Intersegmental Articulation Council
 University Risk Management and Insurance Association
 Western Association of College and University Housing Officers
 Western Association of Colleges and Employers, Inc.
 Western Association of Graduate Schools
 Western Association of Summer Session Administrators
 Western College Association and Western Association of Schools and Colleges (WASC) (985 Atlantic Avenue, Suite 100, Alameda, California, 94501; (510)748-9001)
 Western Economic Association International
 Western Institute of Nursing

*P*OLICIES

POLICY OF NON-DISCRIMINATION

The University prohibits discrimination against current or prospective students and employees on the basis of race, color, sex, religion, national origin, age, disability, sexual orientation, or any other legally protected characteristic. The University does not by this non-discrimination statement disclaim any right it might otherwise have to maintain its commitment to its Catholic identity or the doctrines of the Catholic Church.

HARASSMENT

In 1998, the University of San Diego Board of Trustees adopted the following policy on harassment:

The University is committed to and embraces the doctrine that all men and women are creatures of God. Each and all not only deserve but must be afforded the dignity that necessarily follows from acceptance of the doctrine. Anyone who chooses to become a member of or participates in any way in the University community, whether as a student, faculty member, administrator,

employee, or guest, is expected to accept this standard of conduct, both in theory and in practice.

The University will not tolerate harassment in any form by reason of the race, color, religion, gender, national origin, age, disability, or sexual orientation of any person. Violation of this policy will be dealt with by appropriate sanctions, which may include expulsion, suspension, termination, or exclusion from the campus.

Sexual Harassment

In 1981, the University of San Diego adopted the following policy on sexual harassment:

The University of San Diego prohibits sexual harassment of its students, employees, and those who seek to join the campus community in any capacity. The officers and employees of the University are responsible for maintaining a working and learning environment free from such harassment. Sexual harassment has damaging effects and far-reaching consequences for all parties involved. Thus, persons receiving and discussing allegations of sexual

harassment should be sensitive to the needs and rights of complainants and accused alike, and should explore with complainants the full ramifications of their allegations.

Sexual harassment includes such behavior as sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed towards an employee, student, or applicant, particularly when one or more of the following circumstances is present:

- Toleration of the conduct is an explicit or implicit term or condition of employment, admission, or academic evaluation;
- Submission to or rejection of such conduct is used as a basis for a personnel decision or academic evaluation affecting such individuals;
- The conduct has the purpose or effect of interfering with an individual's work performance or a student's academic performance, or creating an intimidating, hostile, or offensive working or learning environment.

This definition accords with the Equal Employment Opportunity Commission's regulations on sexual harassment.

Emphasis is placed on informal procedures as the framework for resolving allegations of sexual harassment. If such procedures are ineffective, existing disciplinary and grievance procedures shall be utilized. Grievance procedures for students are outlined in Sections IV and V of the *Student Code of Rights and Responsibilities*.

For students, persons designated to receive allegations of sexual harassment at the University of San Diego are the deans of the respective Schools/College and the Vice President for Student Affairs.

Hate Crimes

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

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

The University will not tolerate hate crimes or bias-motivated incidents and will respond to them with appro-

priate sanctions which may include expulsion, suspension, or exclusion from the campus.

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

Grievances

Grievances related to USD's policy of nondiscrimination should be reported to the following persons: if it relates to academic matters, the dean of the appropriate School/College; if it concerns student services, the Vice President for Student Affairs; if it relates to problems with physical facilities, the Director of Facilities Management. The overall coordinator for civil rights compliance is the Academic Vice President and Provost.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

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

No personally identifiable information derived from the records will be disclosed to anyone, other than school officials with a legitimate education interest, without the student's written consent. A "school official" is any person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit, health staff, and student workers); a person of a company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a person assisting another school official in performing his or her tasks. A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

Students may grant their parents (or others) permission to access their educational records by filing an Authorization to Release Education Records form with the appropriate Registrar's Office. This form remains in effect until rescinded by the student in writing. Parents do not have the right to view records without the written consent of the student unless the student is a tax dependent (IRS Code 1986, Section 152). Parents who verify tax dependency can obtain access to education records.

The University provides students the right to inspect and review their educational records within 45 days of written request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate school official, written requests that identify the record(s) they wish to inspect. The school official will make

arrangements for access and notify the student of the time and place where records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Students may amend or correct their records if information there is inaccurate, misleading, or incomplete. Students have the right to a hearing if the records are not corrected. If a student is dissatisfied with the results of a hearing, he or she may place a statement in the records to that effect. If a student feels that the institution has not fully honored his or her privacy rights under FERPA, a written complaint may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202-4605. Please periodically refer to the USD FERPA Web site at <http://www.sandiego.edu/registrar/ferpa>.

SECTION 504 OF THE REHABILITATION ACT OF 1973

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

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

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

THE AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)

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

A “person with a disability” is anyone with a physical or mental impairment that substantially limits one or more major life activities, such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. In addition to those people who have visible disabilities – persons who are blind, deaf, or use a wheelchair – the definition includes people

with a whole range of invisible disabilities. These include psychological/psychiatric concerns, learning disabilities, ADHD, and some chronic health impairment such as epilepsy, diabetes, arthritis, cancer, cardiac problems, HIV/AIDS, and others.

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 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 (i.e., 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.

RESPONSIBILITY OF STUDENTS

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

STUDENT CONDUCT

Students attending the University live by the guidance of the *Student Code of Rights and Responsibilities* available in the Student Affairs Office and published in the *Undergraduate Student Handbook*. Included in the *Student Code of Rights and Responsibilities* are guidelines such as the Policy on Academic Integrity and University Parking Regulations. Copies of these policies are available upon request at the Student Affairs Office. Parking regulations are also available at Parking Services.

STUDENT LIFE

Students attending the University live by the guidance of the *Student Code of Rights and Responsibilities*. Other rules and regulations promulgated by departments of the University are also guidelines for student conduct, such as the policy on Academic Integrity and the University Parking Regulations. Copies of these policies are available upon request at the Student Affairs Office, Hahn University Center, room 232.

STUDENT GOVERNMENT AND ACTIVITIES

All undergraduate students belong to the Associated Students of the University of San Diego, a self-governing group acting under the authority given by its approved Associated Students Constitution. Officers of the Associated Students (AS) and members of its governing board are elected or appointed by the students. Under their leadership, the students plan and manage student events and funds. Through participation on several faculty and faculty-administration committees, students share in decisions on University affairs.

The Associated Students serve as both the student government and student programming board for the USD campus. Working together to represent the concerns of USD's students, the AS President along with the Executive Board, Senate, Program Board, Marketing Board, and Student Issues Board seek solutions and strive to enhance all students' college experience.

A further responsibility of the Associated Students is to plan and organize activities for the student body using the AS fee collected at the beginning of each semester.

ASSOCIATED STUDENTS COMMITTEES

Academics

This committee is responsible for representing student concerns regarding academic matters. Planning faculty fora and distributing student research grants are some of the responsibilities of this committee.

Arts and Expression

This committee publishes USD's literary magazine, *Asylum*, and also coordinates the popular Lite the Mic programs.

Athletics

The Athletics committee promotes each individual sport and works to promote school spirit. The committee coordinates tailgate parties, pep rallies, and bus trips to away games.

Budget

This committee consists of individuals who meet on a bi-weekly basis to decide the allocation of funds to USD's various clubs and organizations.

Community Service

The Community Service committee is responsible for outreach and service to the San Diego community. Numerous ongoing projects link service with learning about social issues. Activities include working with the homeless, senior citizens, and youth.

Concerts

This committee provides quality music entertainment. Members participate in stage crew, production, hospitality, security, and publicity for major concerts, as well as many musical events held at the Ernest and Jean Hahn University Center, Aromas, Shiley Theatre, and the Jenny Craig Pavilion.

Corporate Relations

The Corporate Relations committee establishes contact with and gains support of businesses outside of USD.

Cultural Arts

In an attempt to broaden the experience of campus life, events that highlight the diverse makeup of the USD and surrounding San Diego communities are presented.

Elections

The Elections committee is involved in helping to organize elections, enforcing campaign policies, and managing voting polls on campus.

Film Forum

Ordering, setting up, and showing first-run or yet-to-be-released movies is the responsibility of this committee.

Historian

The Historian is responsible for recording the history of AS through video, pictures, news clippings, and written documentation.

Honors Council

This committee is responsible for developing and promoting policies that work to build a strong academic environment conducive to supporting high ethics and honorable conduct among the student body. It also provides an open forum for issues related to academic honor and ethics. Accomplishments include the development of a University integrity pledge which students sign at the end of examinations.

Marketing

This committee prepares advertising materials ranging from flyers, posters, and banners to full-sized displays.

Multicultural Issues

This committee is responsible for representing students' cultural concerns and needs.

Multicultural Programming

This committee works with the AS Vice President of Multicultural Relations, and is responsible for programming that enhances multicultural awareness on campus through events that focus on diversity and cultural understanding.

Public Relations

This committee publishes the monthly *Impact* newsletter and provides excellent opportunities in journalism, graphic design, and public relations.

Showcase

This committee promotes Associated Students programs and services throughout campus.

Social

The Social committee is responsible for planning all of the traditional events on campus including the annual Homecoming Dinner/Dance. Other events may include trips to Magic Mountain, *The Tonight Show*, *The Price is Right*, Padres' baseball games, and others.

Social Issues

This committee is responsible for planning events addressing social issues and coordinating the University's annual Social Issues Conference.

Special Projects

The coordinator of Special Projects is responsible for large projects such as the Giving Tree and the SMILE Awards.

Traffic Court

Responsibilities for this committee include conducting the student court which deals with parking violations and appeals.

Women's Center

This committee is responsible for services and programs available to the USD community in areas related to women and gender issues.

UNDERGRADUATE STUDENT ORGANIZATIONS

Academic and Professional Organizations

The following is a list of registered undergraduate student organizations as of fall 2003. New organizations are always being formed. For more information about a specific organization or to express interest in joining, contact the Student Organizations Office, Hahn University Center, room 113, at (619)260-4802.

American Humanics Association provides speakers, field trips, and seminars aimed at students interested in leadership careers in human service organizations.

Biology/Oceans Club seeks to create a social and academic environment for all students interested in the different realms of the biological sciences through field trips, community service, and other activities.

Chemistry Club is an organization providing social service and professional activities for chemistry majors.

Economics Club provides economics students with educational programs aimed at addressing economic issues.

Finance Society provides finance students with educational programs.

Music Club promotes educational music programs.

Psychology Club is available to stimulate, encourage, and maintain the social, academic, and professional growth of students interested in the field of psychology.

Sociology Club provides professional and social activities for all individuals interested in sociology.

Torero Toastmasters promotes, develops, and practices public speaking opportunities.

Undergraduate Nurses Association represents baccalaureate nursing students within the Hahn School of Nursing and Health Science.

Cultural, Language, and Ethnic Organizations

The **United Front Multicultural Center** was founded with the vision of promoting the goals and objectives of the United Front, a coalition of student organizations who formed in 1991 to petition for a center. The objective of the United Front (UF) is to contribute to the creation of a campus environment which respects and supports diversity and inclusion. The center provides educational programs and trainings which address issues of diversity. The Human Relations Workshops I and II offer participants an opportunity to develop identity development, inter-cultural communication, and cultural awareness. The Rainbow Educator Program is designed to provide workshops and presentations on sexual orientation and Catholicity. The Center serves as an educational resource for the University community by providing programs such as: Black History Month, Multicultural Awareness Month, Asian-American History Month, Noche Cultural, Chicana/o Heritage Month, Filipino-American History Month, GLBT History Month, Native-American History, and celebrating holidays around the world with the Virgen de Guadalupe Mass, Kwanzaa, and Holiday Dinner.

Aikane O'Hawaii – Friends of Hawaii

Asian Student Association provides students with cultural awareness and educational programs which aim at uniting and promoting Asian cultures.

Association of Chicana Activists promotes the recruitment and retention of Chicanas/Latinas in higher education. It is a group which promotes leadership development and community service.

Black Student Union promotes the recruitment and retention of African Americans in higher education and provides educational programs to address African-American issues.

Filipino "Ugnayan" Student Organization is aimed at promoting and preserving Filipino-American heritage and culture and provides educational programs which address these issues.

International Student Organization is aimed at promoting the international student experience and perspectives and promotes educational programs with an international perspective.

Jewish Student Union promotes Jewish faith and educational programs.

Movimiento Estudiantil Chicana/o de Aztlán (MEChA) promotes the recruitment, retention, and education of Chicana/o and Latina/o students, and promotes leadership development and community service.

PRIDE offers friendship, alliance, and mutual assistance to undergraduate men and women who are gay, lesbian, or bisexual, and to any undergraduate ally.

The Women's Center promotes the awareness of gender issues and women on and off campus through educational programs and events, provides resources, and has a center on campus.

Fraternities and Sororities

All of the following Greek-letter organizations offer lifelong friendships, activities in support of academic excellence in all major fields, opportunities for community service, campus involvement, networking with alumni/ae, and social activities. Students are eligible for membership after completing one semester at USD (unless transferring in with 24 or more units of college credit). The women's groups are coordinated by the Panhellenic Association, and the men's groups are coordinated by the Interfraternity Council (IFC). National Order of Omega is an honorary organization for leaders within the Greek system.

International Women's Fraternities/Sororities

Alpha Delta Pi
Alpha Phi
Gamma Phi Beta
Kappa Alpha Theta
Kappa Kappa Gamma

Men's Fraternities

Delta Tau Delta
Lambda Chi Alpha
Sigma Chi
Sigma Phi Epsilon

Recreational and Sports Clubs

Dance Club
Equestrian Club
Men's LaCrosse Club
Men's Volleyball Club
Roller Hockey Club
Rugby Club
Surf Club
USD Cheerleaders
Water Ski Club
Women's LaCrosse Club

OTHER STUDENT ORGANIZATIONS

Alcalá Club provides service to the University of San Diego and acts as official representative of USD on request. Members are selected on the basis of academic achievement, leadership, and dependability.

Amnesty International aims at addressing and taking active roles in campaigns against human rights violations.

Ave Maria Rosary Club is a rosary club.

Campus Connections is a student organization committed to developing and maintaining an awareness of drug and alcohol issues.

Campus Crusade for Christ

Environmental Action Club seeks to create an awareness of environmental issues.

Hooligans Athletic Booster Club supports athletic programs.

Interfraternity Council is the leadership council for all men's fraternities.

Intervarsity Christian Fellowship is a forum to bring together Christians and non-Christians alike through Bible studies, outreach, and social events.

Jazz Club promotes the appreciation of jazz music.

NROTC SD Drill Team promotes NROTC drill team.

Panhellenic Council is the leadership council of International Women's Sororities.

Residence Hall Association promotes programs which aim at residential students.

Student Environmental Action Club creates an awareness on campus of environmental problems.

Student Alumni Association is comprised of a group of undergraduate leaders who work closely with the Alumni Relations Office to promote student interaction in alumni/ae activities.

Students for Life

Team San Diego promotes Greek leadership.

Toureros is a student organization sponsored by the Office of Admissions whose members provide campus tours for prospective USD students and help with college fairs and College Visiting Day.

USD Founder's Club serves to promote and preserve the Sacred Heart tradition of social awareness in the local community, while engendering an awareness of the global community.

USD "O" Club promotes the knowledge of the national defense and develops future leaders for the United States Navy and Marine Corps.

USD Rhythm Ensemble provides a band for the athletic games and USD events.

USD Swing Club promotes swing dancing through classes and special events.

HONOR SOCIETIES

Accounting Society helps students learn about the various aspects of the Accounting and Financial Information professions through activities and involvement with professionals, faculty, and peers. The mission of the Society includes the following: to provide members with opportunities for academic, personal, and professional development so that they may contribute effectively and ethically to their organizations and society; to serve the community and develop members as conscientious members of the community through participation in civic activities; to build unity within the club and establish friendships and networks that extend beyond the college career; to educate members about the opportunities provided by all sectors of the financial information professions including accounting, finance, real estate, information technology, and supply chain management; to aspire to continuous improvement in all activities so that members may perform effectively in today's business environment; and most importantly, to have fun with fellow classmates and members.

Alpha Epsilon Delta is the international pre-health professional honor society. Its goals are to improve the quality of pre-medical education and to promote cooperation among pre-medical students, medical students, and educators.

Alpha Kappa Delta, the International Sociology Honor Society, is dedicated to the ideal of "investigating humanity for the purpose of service." The goal of Alpha Kappa Delta is to promote human welfare through the association of a fellowship group interested in developing scientific knowledge that may be applied to the solution of social problems. Eligibility for membership in this Society requires that students be officially declared sociology majors or demonstrate a serious interest in sociology. Students must have achieved junior standing, successfully completed at least four courses in sociology, and accumulated the equivalent of a grade point average of 3.25.

Alpha Kappa Psi is a co-educational business fraternity that aims to foster scientific research in the fields of commerce, accounting, and finance.

Alpha Sigma Gamma is an International Real Estate Honorary Society open to undergraduate and graduate students who are pursuing an interest in real estate. It is an affiliate organization with the American Real Estate Society, an international professional real estate organization. The main purposes of the Society are to recognize and reward superior academic performance in real estate; encourage research and teaching in real estate; and recognize individuals who exemplify the intelligent and ethical application of real estate knowledge. In order to be eligible for the Society, undergraduate students must have completed at least 75 percent of total credit hours with a minimum 3.2 grade point average. For graduate eligibility, students must have completed at least 50 percent of total credit hours with a minimum 3.4 grade point average. All students must have also

taken at least six credit hours in real estate-related courses with a minimum 3.5 grade point average.

Beta Alpha Psi is a national honors fraternity that enhances the university educational experience by providing interaction with finance, information systems, and accounting professionals; conducting technical and personal development programs through campus, regional, and national meetings; and promoting and encouraging community service. Beta Alpha Psi is a co-curricular experience with an established set of activity and program guidelines that, if fulfilled, bring great value to student pledges and members. The local chapter of Beta Alpha Psi aspires to instill in its members the following goals and values of the fraternity: to inspire a desire for self-improvement; to foster high moral and ethical standards; to encourage and give recognition to scholastic and professional excellence; to cultivate a sense of responsibility and service; to promote the collegiate study of Financial Information professions; and to provide for its members opportunities to associate with business professionals.

Beta Gamma Sigma is the highest international recognition a business student anywhere in the world can receive in an undergraduate, master's, or doctoral program at a school accredited by AACSB International. To be eligible for membership, the academic ranking of those being considered must place them in the upper 7 percent of the junior class, upper 10 percent of the senior class, or upper 20 percent of the graduating master's class. Local chapters may require higher standards. While almost 300,000 students receive a bachelor's or master's degree in business in the U.S. each year, only about 19,000 are elected to membership in Beta Gamma Sigma.

Delta Sigma Pi is a professional fraternity organized to foster the study of business in universities; encourage scholarship, social activity, and the association of students for mutual advancement through research and practice; promote closer affiliation between the commercial world and students of commerce; and further a higher standard of commercial ethics and culture, as well as the civic and commercial welfare of the community.

Eta Kappa Nu Association is a National Electrical and Computer Engineering Honor Society founded in 1904 to encourage excellence in engineering education for the benefit of the public. Student inductees have conferred honor upon engineering education by distinguished scholarship, activities, leadership, and exemplary character as students in electrical or computer engineering. Professional members are inducted based on their attainments in the field of electrical or computer engineering. Eta Kappa Nu chapters seek to bring society members into a closer union to foster a culture of service and leadership in the engineering community and community at large, and to aid in continuing their professional development through association with alumni and others who have attained prominence in the industry.

Institute of Electrical and Electronics Engineers disseminates knowledge of the theory and practice of all aspects of electrical engineering, electronics, radio, allied branches of engineering or related arts and sciences, as well as the furtherance of the professional development of students.

Institute of Industrial Engineers informs students about events and opportunities in industrial engineering.

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. Currently, the Cornaro Scholarship is \$3,000.

Lambda Alpha, the National Collegiate Honor Society for Anthropology, was founded to encourage and stimulate scholarship and research in anthropology by recognizing and honoring superior achievement in the discipline among students, faculty, and other persons engaged in the study of anthropology. Undergraduate students who have completed not less than 12 semester-hours in anthropology with a grade point average of not less than 3.0 in these courses and a cumulative quality point average of not less than 2.5 may apply for membership.

Lambda Pi Eta is the official communication studies honor society of the National Communication Association (NCA). The goals of Lambda Pi Eta are to recognize, foster, and reward outstanding scholastic achievement; stimulate interest in the field of communication; promote and

encourage professional development among communication majors; provide an opportunity to discuss and exchange ideas about the field; establish and maintain close relationships and understanding between faculty and students; and explore options for further graduate studies. To be eligible for membership, students must have completed 60 semester hours in undergraduate credit courses; have a cumulative grade point average of at least 3.0; have completed the equivalent of 12 semester hours in communication courses with a grade point average of at least 3.25 in these courses; be in the upper 35 percent of their graduating class; and be currently enrolled as a full-time student in good standing.

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 biweekly 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.

National Society of Collegiate Scholars aims to recognize and celebrate high achievement among first- and second-year students in all academic disciplines; encourage and promote high standards throughout the collegiate experience; provide opportunities for personal growth and

leadership development for members; organize and encourage learning opportunities through community service; and foster an overall appreciation for the value of the higher education experience.

Order of Omega seeks to recognize students who have attained a high standard of leadership in inter-Greek activities; encourage such students to continue along this line; inspire other students to strive for similar conspicuous attainment; bring together the most representative fraternity and sorority members; create an organization which will help to mold the sentiment of the institution on questions of local and intercollegiate affairs; and bring together members of the faculty, alumni, and student members of the institution's fraternities and sororities on a basis of mutual interest, understanding, and helpfulness.

Omicron Delta Epsilon is open to economics majors who have demonstrated excellence in the study of economics. Membership makes available participation in extracurricular programs, lectures, discussions, and meetings furthering the study of economics.

Phi Alpha Delta is a professional organization for undergraduate women and men interested in law. We provide a friendly forum for the exchange of information about law schools, legal scholarship, and legal careers. As part of the Phi Alpha Delta Law Fraternity International, we strive to promote the principles of liberty and equal justice under the law, inspire excellence in scholarship, encourage the professional development of our members, and develop friendships that will last a lifetime.

Phi Alpha Theta promotes the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas. We seek to bring students, teachers, and writers of history together for intellectual and social exchanges, which promote and assist historical research and publication by our members in a variety of ways.

Phi Beta Kappa is the oldest and most prestigious academic honor society in the United States. The Society 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 and is one of only 270 chapters nationwide. 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 installation ceremony.

Phi Sigma Tau serves as a means of awarding distinction to students who have high scholarship and personal interest in philosophy; promote student interest in research and advanced study in this field; provide opportunities for the publication of student research papers of merit; encourage a professional spirit and friendship among those who have displayed marked ability in this field; and popularize interest in philosophy among the general collegiate public.

Pi Delta Phi is the National French Honor Society in which French majors and minors who maintain high scholastic standing and serve actively in the French Club are eligible for membership.

Pi Sigma Alpha promotes the discipline of Political Science, which includes the related fields of Government, Public Administration, and International Relations; stimulates productive interest in Political Science; provides a forum for free intellectual discussion; and promotes the continuing search for knowledge by way of speakers, presentations of papers, and use of informal discussions while adhering to the principles of freedom of expression and thought.

Psi Chi has a purpose to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly psychology, and to advance the science of psychology.

Sigma Delta Pi is the National Collegiate Hispanic Honor Society in which Spanish majors and minors who maintain a high scholastic standing are eligible for membership. Sigma Delta Pi is a member of the Association of College Honor Societies and is affiliated with the American Association of Teachers of Spanish and Portuguese.

Sigma Pi Sigma exists to honor outstanding scholarship in physics, to encourage interest in physics among students at all levels, to promote service to all, to provide for a fellowship of persons who have excelled in physics, and to help them in their professional development.

Sigma Theta Tau International is the Honor Society for the Profession of Nursing. The honor of membership is conferred on baccalaureate and graduate students in recognition of their superior scholarly achievements. The purpose of the organization is to recognize superior scholarship, foster high professional standards, encourage creative work, strengthen commitment to the ideals and purposes of nursing, and recognize the development of leadership qualities. Founded in 1922 by six nursing students, there are now chapters in more than 94 countries.

Society of Women Engineers is a national non-profit, educational service organization dedicated to making known the need for women engineers and encouraging young women to consider an engineering education. Its mission is to inspire women to achieve full potential in careers as engineers and leaders, to expand the image of the engineering profession as a positive force in improving quality of life, and to demonstrate the value of diversity.

Theta Alpha Kappa, the National Honor Society for Theological and Religious Studies, recognizes outstanding scholarship in Theological and Religious Studies and supports further study of these subjects. Membership is an honor conferred on students who have demonstrated academic excellence in these fields and in their general education.

CULTURAL ACTIVITIES

The University recognizes the importance of exposing students to various programs and activities that are culturally enriching. Throughout the academic year events are planned on campus to complement classroom study and to broaden the experience of the student. In order to give all an opportunity to see and hear performances by artists of acclaim, the University sponsors concerts by professional artists and brings to the campus professionally staged programs in drama, dance, and music.

The University sponsors a professional art exhibition facility, **Founders Gallery**. There, under the supervision of the Director of Galleries, students actively participate in the frequent presentation of exhibitions of diverse media and a wide range of expression. Recognized masters and the finest contemporary artists comprise the balanced program of uniform excellence which has merited Founders Gallery the highest critical acclaim. Founders Gallery also serves as a laboratory for students in Museum Studies, Exhibition Design, and the Art in Public Service programs.

Several musical groups exist on campus:

The University Choir presents a comprehensive program of choral music every semester as a part of USD's musical life. Membership is open to students, faculty, staff, and members of the San Diego community.

The University of San Diego Symphony Orchestra performs each semester. Membership is by audition and is open to students, faculty, staff, and members of the San Diego community.

The Choral Scholars program specializes in popular and classical styles. Membership is by audition and is only open to students.

The Chamber Music program offers performances on and off campus each semester. Membership is by audition and is open to students, faculty, staff, and members of the San Diego community.

The Folk Music Ensemble performs folk music of different cultures on and off campus each semester. No prerequisite is required and membership is open to students, faculty, staff, and members of the San Diego community.

Music faculty and guest artists appear each semester on campus to present professional concerts that span all areas of classical music, from early music performance on historical instruments to modern music. A noon series of concerts in the **French Parlor** further enriches campus cultural life.

Theatre Arts presents a fully mounted production in both fall and spring semesters. **Actors Anonymous**, the

student producing group, offers a lunch-time theatre series and other performance-oriented events each semester.

The **Master of Fine Arts Acting Program**, jointly sponsored by the University of San Diego and the renowned Old Globe Theatre in San Diego, offers several productions each year on campus.

The following are other cultural activities taking place throughout the academic year:

September

Chicano Heritage Month.

October

Filipino-American Heritage Month, Human Relations Workshop; National Coming Out Month.

November

Dia de Los Muertos Altar; Native American Heritage Month; Multicultural Night.

December

Kwanzaa Celebration; International Holiday Dinner.

February

Black History Month; Human Relations Workshop.

March

Women's History Month; Social Issues Conference.

April

International Fashion Show; Multicultural Heritage Month; Multicultural Career Fair; Multicultural Fashion Show; Asian American Heritage Month; Chicano Heritage Celebration.

May

Chicana/o Graduation Ceremony; United Front Senior Banquet; Pacific Islander Heritage Month.

RECREATION

The USD Campus Recreation Department offers students a variety of activities throughout the academic year.

Staff and students are encouraged to use the facilities of the Sports Center. Facilities include: heated outdoor swimming pool, a six-basket gym, two volleyball courts, four tennis courts, weight room, multi-purpose fields behind the Mission Complex, a baseball diamond, a softball field, and a floor hockey/indoor soccer rink. A great variety of equipment may be checked out at the Sports Center with a USD ID card (including softball equipment, footballs, football flags, volleyballs, basketballs, etc.).

The Recreation Department's physical education classes are listed in the *Directory of Classes* each semester and may be taken for credit. A description of these courses is given in this *Bulletin* under the School of Education. Many of these classes are offered in conjunction with the Mission Bay Aquatic Center, an off-campus facility where USD community members may rent the facility's equipment once they have been trained in its use.

Outdoor Adventures

Outdoor Adventures, a service of the Hahn University Center, is the students' trailhead to high adventure. The primary goal is to provide wilderness outings to the USD community. The most popular outings include camping, backpacking, canoeing, kayaking, whitewater rafting, rock climbing, mountain biking, and others. Outing types are limited only by the imagination and are open to students, faculty, staff, and alumni/ae who have an alumni card.

Intramural Sports

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

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. Both the men's and women's programs compete in the West Coast Conference. Men's NCAA Division I sports include basketball, baseball, cross-country, golf, tennis, soccer, and crew. Football participates in Division I-AA. Women's Division I sports include basketball, cross-country, softball, crew, tennis, swimming, volleyball, and soccer.

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 Director of Athletics.

STUDENT SERVICES

BOOKSTORE

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

Regular Semester Hours:

Monday through Thursday	9:00 a.m. to 6:00 p.m.
Friday	9:00 a.m. to 4:00 p.m.
Saturday	11:00 a.m. to 4:00 p.m.
Sunday	Closed

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

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

Regular Semester Hours:

Monday through Thursday	7:45 a.m. to 6:00 p.m.
Friday	7:45 a.m. to 4:00 p.m.
Saturday	9:00 a.m. to 4:00 p.m.
Sunday	Closed

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

To confirm hours, or if you have any questions, please call (619)260-4551 or visit www.usdbookstore.com.

CAMPUS CARD SERVICES

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

Current departments utilizing the services of the CCSO include:

- All Dining Services facilities
- Academic Computing
- USD Bookstore
- Career Services
- Copley Library
- Housing and Residential Life (Door Access)
- Jenny Craig Pavilion
- USD Ticket Booth
- Registrar's Office
- Student Health Center
- Domino's Pizza (off-campus)
- USD School of Business Administration (Door Access)
- Cardiff Coffee
- USD Mail Center
- USD Athletic Center
- Outdoor Adventures
- Hillcrest Hardware
- Ryan's Cafe

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

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

The CCSO is located in the Hughes Administration Center, room 210. Hours are Monday through Friday 8:00 a.m. to 4:00 p.m., and Wednesdays until 6:00 p.m. during fall and spring semesters. Additional hours during registration period as announced. For more information call (619)260-5999 or email us at campuscard@sandiego.edu.

CAREER SERVICES

Career Services promotes the professional development of students and alumni. Emphasizing a personal approach to career planning, the staff offers a broad range of resources and services. Counselors conduct weekly workshops in resume writing and interviewing skills as well as targeted sessions for clubs and classes. They also provide individual assistance with career decision-making, job search strategies, and graduate school planning.

Career Services partners with alumni, faculty, and student organizations to host annual events such as the Career Expo, the Internship Forum, and the Graduate School Fair. The office also sponsors on-campus interviewing and specialized career programs. Career Services provides information on current job openings, internships, and career options in the center's library and on its Web site.

Located in room 110 on the first floor of the Hughes Administration Center, Career Services is open Monday through Friday from 8:30 a.m. to 5:00 p.m., with extended hours on Wednesday until 6:00 p.m. Career Services can be reached by telephone (619)260-4654, fax (619)260-2270, or e-mail careers@sandiego.edu. The Career Services Web site is www.sandiego.edu/careers.

DINING SERVICES

USD's award-winning Dining Services is committed to providing the University community and its guests with the finest in service, food, value, and ambiance. Students may choose from a variety of delicious dining options across campus. Locations include: Main Dining, La Paloma café, Torero Grille (featuring Skip's, the T-House, and Mangia! Mangia!) the Marketplace (Deli, Bakery, and mini-market), Aromas coffeehouse, and concessions at the Jenny Craig Pavilion. Dining Services also includes Banquets and Catering – the University's exclusive caterer. For additional information on USD Dining, or to contact us, please visit our Web site: <http://dining.sandiego.edu>.

EDUCATIONAL OPPORTUNITY PROGRAM (EOP)

The purpose of the Educational Opportunity Program (EOP) is to enroll in the University of San Diego capable persons from ethnic minority groups and low-income backgrounds and make available academic support to help ensure their success as university students.

The EOP is designed for those students who have the potential to perform satisfactorily at the university level but who, without the help of EOP, would be unable to realize that potential due to economic, cultural, or educational background. Students from Native American, Hispanic, African American, Asian American, and low-income backgrounds are particularly encouraged to apply.

Although EOP does not provide direct financial aid, the staff is available to help admitted EOP students with procedures involved in applying for financial assistance. EOP students must apply directly to the Office of Financial Aid Services, located in the Hughes Administration Center for available types of aid, including special grants, government grants, student loans, and part-time employment. EOP students, like all USD admitted students, will then be considered for financial assistance based on need as determined by the University. Students are strongly encouraged to submit the necessary paperwork as early as possible.

Because EOP students are expected to compete on an equal basis with other students, it is particularly important that the program provide the means to insure their academic success. All EOP students, therefore, are given free tutorial assistance in general education courses. (This tutorial help is available to all USD students.) The Director, as well as a Preceptor and a Major Advisor, provides individual advising to EOP students. The Director and staff take a personal interest in the progress of each EOP student from the time of application through graduation.

Interested and motivated students should contact the EOP Office, Serra Hall, room 202, at (619)260-4264.

ENGLISH LANGUAGE ACADEMY

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

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

INTERNATIONAL PROGRAMS OFFICE

The International Programs Office is primarily responsible for the welfare of all international students attending the University on visa. This office acts as a resource and support to international students 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. The International Programs Office provides various social, educational, and cultural programs including an International Mentor Program and the International Coffee Hour. This office is responsible for the orientation of new international students, which includes assistance with housing, banking, health insurance, and other basic needs associated with living in a new country. The International Programs Office is located in the Hahn University Center, room 132; (619)260-8835.

INTERNATIONAL SERVICES

The Office of International Services has the general responsibility for all immigration matters that affect international students and scholars attending USD on visas. It serves as the liaison between USD, international students and scholars, and foreign and domestic government offices and international organizations.

The office provides immigration advising for international students, scholars, and USD departments that require immigration assistance for non-immigrant visa related issues. The Office of International Services is located in Serra Hall, room 316; (619)260-4678.

MAIL CENTER

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

Service window hours are 8:00 a.m. to 4:30 p.m., Monday through Thursday; and 8:30 a.m. to 4:30 p.m. on Friday. Stamps may be purchased as well as postage for domestic parcels. UPS and Federal Express services are also available.

SPORTS AND RECREATION

The Recreation Center offers members of the University community many opportunities to use their leisure time constructively and to complement USD's academic experience. Students are encouraged to use the facilities of the Sports Center at the east end of campus. They include a heated swimming pool, a six-basket gym, two indoor volleyball courts, four tennis courts, and weight and exercise rooms. Other on-campus facilities include the Jenny Craig Pavilion Fitness Center, Manchester multi-use field, softball field, soccer/multi-use field by the Mission dorms, and eight more tennis courts adjacent to Copley

Library. In addition, sailing, water-skiing, and surfing facilities and equipment at the Mission Bay Aquatic Center are available on a fee basis for use by the USD community.

Students may also participate in the many recreation classes offered by the Campus Recreation department. Some of the classes include: golf, scuba, martial arts, yoga, volleyball, tennis, and many additional leisure activity courses. In addition, students are encouraged to sign up as free agents or organize teams to participate in the more than 20 intramural leagues. For additional information, contact the Recreational Sports Office at (619)260-4533.

STUDENT WELLNESS

Alcohol and Drug Education and Services

The Department of Alcohol and Drug Education and Services focuses on increasing awareness and education in the USD community, while providing opportunities for a better understanding of the effects of alcohol and other drugs. The office promotes responsibility and strives to help reduce alcohol and drug problems by providing a wide variety of services and resources for students at USD. Some of the programs offered include: individual educational consultations, Alcalá Leadership Program (ALPs), workshops, twelve-step support groups, and college cab. The office is located in Hahn University Center, room 215. Please visit their Web site at <http://ade.sandiego.edu> or call (619)260-4618.

Campus Connections

Campus Connections is a student organization advised and sponsored by the Department of Alcohol and Drug Education and Services. This dedicated group of peer-educators is committed to developing and maintaining an awareness of issues affecting today's college student. Campus Connections embraces the virtues of responsibility, confidentiality, respect, and openmindedness. This group of concerned students focuses on providing workshops on various topics, informational exhibits, and campus-wide programming. Campus Connections develops and hosts a variety of programs throughout the school year to bring awareness to the USD community. Some of the programs Campus Connections sponsors are: Alcohol and Drug Awareness Week, Sexual Assault Awareness Week, Substance Free Dances, Sing Your Heart Out Karaoke, and various guest speakers. For more information please call (619)260-4618 or log on to <http://ade.sandiego.edu>.

Counseling Center

The university years involve significant personal developments which can be exciting but also taxing intellectually, socially, and emotionally. Consistent with the University 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 psy-

chologists and psychologists-in-training work together to meet students' psychological and academic needs.

Many students experience difficulties as they adjust to university life; stress, loneliness, anxiety, depression, body image concerns, and relationship issues are common. Individual, group, relationship, and family counseling are available. Each currently enrolled student may receive a complete assessment, with recommendations provided by the counselor for appropriate services. Depending on student needs and counselor availability, recommendations may include services provided by USDCC or may involve services provided by other professionals on campus or in the community. USDCC services may include individual sessions provided by the Counseling Center's staff at no cost and/or group counseling sessions. Recommendations may also involve referrals to professionals such as psychiatrists, physicians, drug/alcohol abuse specialists, nutritionists, and attorneys.

The USDCC also stresses the importance of preventive educational interventions. Non-traditional services reach a larger number of students and help maintain a campus climate that supports the optimal functioning of a diverse student population. Workshops, trainings, and seminars are provided throughout the year, as are consultations to students, parents, and campus professionals on mental health issues. The USDCC also provides a self-help library including over 300 titles on issues such as time management, self-esteem, gender issues, multicultural awareness, stress, etc. Support groups have addressed topics such as body image/eating concerns, academic concerns, substance abuse, freshman adjustment, and relationship issues.

Academic consultation is available to all students desiring to improve or enhance their performance. The psychological staff provides a variety of assessments and recommendations, including academic counseling, screenings for possible learning disabilities (through Disability Services), and personal counseling. Test-taking approaches, time management skills, stress management, and other coping skills are available as well. Students on Academic Probation are encouraged to use consultation services (supplemental to their major advisor).

The Counseling Center is located in Serra Hall, room 300. The hours of operation are Monday through Friday, 8:30 a.m. to 5:00 p.m.; Wednesdays until 6:00 p.m. The Counseling Center can be reached at (619)260-4655.

Disability Services

Disability Services at USD assists enrolled students with disabilities in achieving equal access through specific accommodations for which they are eligible. Under the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (see page 16), individuals with disabilities are guaranteed certain protections and rights to equal access to programs and services. In order to access these rights, a student must self-identify and present docu-

mentation indicating that the disability *substantially limits* one or more major life activities, including *learning*. USD's Disability Services is responsible for securing and maintaining this documentation as it relates to the disability claims of each student who chooses to identify himself/herself. Certain disabilities, such as mobility impairments, blindness, and deafness, are often readily observable and, therefore, do not require complicated documentation. The majority of students with disabilities, however, struggle with less physically obvious signs: low vision; hearing loss; learning disabilities; Attention Deficit Hyperactivity Disorder; psychiatric disabilities; and chronic health/medical concerns, such as diabetes, cancer, epilepsy, heart disease, HIV, or AIDS. These students require more extensive documentation. All students must submit current documentation to Disability Services from a *qualified* physician, psychiatrist, psychologist, learning disabilities specialist, or other licensed professional that discusses explicit connections between the functional limitations specific to the disability and evidence to establish a rationale supporting the need for suggested accommodations. Once the disability has been verified by Disability Services, it is the student's responsibility, with assistance from Disability Services, to arrange recommended accommodations with individual faculty members, e.g., accommodated administration of tests/exams or taping of lectures. Each request and/or recommendation for an accommodation is examined on a case-by-case basis and is implemented at the discretion of the Director of Disability Services after meeting with the student and assessing his/her present needs. It is the goal of Disability Services to promote maximum student independence.

For questions specific to documentation requirements for students with learning disabilities, Attention Deficit Hyperactivity Disorder, psychiatric/psychological disabilities, and/or medical disabilities, please refer to the Disability Services' Web site at: <http://www.sandiego.edu/disability>.

USD is *not* responsible for the provision of support services if the student *has not* self-identified and submitted the required documentation to Disability Services, Serra Hall, room 300. Disability Services can be reached by calling (619)260-4655.

Student Health Service

The Health Center is designed to provide limited outpatient care for registered students. It is open from 8:30 a.m. to 4:30 p.m., Monday through Thursday; and 8:30 a.m. to 4:00 p.m. on Friday. A Registered Nurse is on duty during the hours the Health Center is open, and a nurse practitioner or physician is available by appointment five mornings a week, with some afternoon coverage. A nurse practitioner is available by phone for advice/triage services during hours the Health Center is closed, and can be reached by dialing the Health Center phone number, (619)260-4595. Emergency first aid is available through the Public Safety Office (ext. 2222) 24 hours a day, seven days a week.

There is a nominal charge for medicine, supplies, and laboratory tests; and payment is due when services are rendered. There is no charge for the nurse practitioner or physician visit. Maintenance allergy antigen injections are given during clinic hours at no charge. Students must provide the antigen and paperwork from their allergist. A 20-minute wait is required after an injection is received.

Student Health Insurance

Health insurance is suggested for all full-time students, if not already covered by a policy. Insurance information can be obtained through the University at the Office of Student Affairs in the Hahn University Center.

Health insurance is mandatory for all international students. Health care in the United States is extremely expensive; therefore, USD provides a health care plan designed to meet the needs of international students. For further information contact the International Programs Office at USD, located in Hahn University Center, room 132.

STUDENT RESIDENCES

Residence halls are an integral part of the University's basic goal of developing the whole person. To achieve this goal, residence halls are not only a place to reside and study, but also a place that provides an environment where the student can have experiences which enhance personal growth and development.

Resident living accommodations house approximately 2,400 undergraduate students. Rooms are available in traditional dormitory-style, suite-style living areas, and apartment units. Residence hall staff are present in each living area to serve as a resource for students.

Residence halls will be open for occupancy a few days prior to the first day of classes each semester. Exact dates are stated in the terms and conditions of the *Housing and Dining Services Contract*. Each room must be vacated 24 hours after the student's last final examination or noon on the day following the last day of final examinations, whichever comes first. The residence halls are closed during Christmas, Intersession, and Spring Break. The academic year housing contract does not include housing during these vacation periods, except for residents of Manchester Village and the Presidio and University Terrace Apartments, although students may leave personal belongings in their rooms. Students have the option of contracting for housing during Intersession or Spring Break if they will be involved in academic course work or employment at USD. Specific terms and conditions regarding student housing are included in the *Housing and Dining Services Contract* that is provided to all resident students.

UNIVERSITY CENTER

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

The Center houses the offices for student government, student publications, undergraduate student organizations, as well as the Office of Student Affairs and University Ministry. A 400-seat multi-purpose room allows presentations of films, speakers, cultural programs, popular entertainment programs, and exhibits. The Center also includes a student lounge, Student Computing, the Women's Center, United Front Multicultural Lounge, outdoor recreation rentals, and a ticket booth.

University Center Hours:

Monday through Friday	7:00 a.m. to 11:00 p.m.
Saturday	9:00 a.m. to 10:00 p.m.
Sunday	9:00 a.m. to 11:00 p.m.

UNIVERSITY MINISTRY

University Ministry programs and services for undergraduate students are intended to help nourish an adult faith, form a strong community of worship, serve the poor, and act for justice.

Persons of all religious traditions and those still searching for their religious identity are welcome to take part in University Ministry's programs, activities, and services. They include retreats, worship, scripture study, pastoral counseling, spiritual direction, liturgical ministries, ecumenical services, social justice and service opportunities, faith reflection groups, and the Founders Chapel choir.

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

Major gatherings for Sunday worship are at Founders Chapel on Sunday at 7:00 p.m. and 9:00 p.m. The Eucharist is also celebrated daily at 12:10 p.m.

For a brochure which includes a full listing of retreat opportunities and more information about University Ministry, please visit Hahn University Center, room 238, or Founders Hall, room 191. You can call (619)260-4735, visit the University Ministry Web site at www.sandiego.edu/Ministry/, or e-mail universityministry@sandiego.edu.

ACADEMIC RESOURCES

The University provides modern and comfortable classrooms, fully-equipped science laboratories, a language laboratory, libraries, and academic computing facilities for student use.

INFORMATION RESOURCES

Copley Library

The Helen K. and James S. Copley Library, located on the west end of the campus, houses over 400,000 books and bound periodicals and includes subscriptions to 2,500 journals as well as collections of reference works, government documents, pamphlets, newspapers in many languages, and rare books. It also houses the University's media software collection, including video and audio tapes, DVDs and CDs, slide sets, films and multimedia sets.

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

Copley Library is open 97.5 hours each week and its resources are organized in accessible, open stacks. Library faculty provide extensive reference service and spend time working individually with students as they complete assignments and prepare papers, speeches, and research reports of all kinds.

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

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

Computers, photocopy machines, microform reader/printers, and media hardware are available for student use. Study spaces are available for over 800 students and include group study areas, quiet carrels, and pleasant reading rooms furnished with antiques and contemporary art.

Instructional Technology Services

The Department of Instructional Technology Services offers assistance with regards to course design and delivery. This includes help with WebCT as well as support for various departmental Web sites across campus. For assistance

in initial set up for Web-related materials or WebCT accounts, please contact the Academic Computing Services area. Instructional Technology Services also provides support for graphics design, video production and digitizing, and related services.

Instructional Technology Services is comprised of the Media Services equipment checkout desk, the Production department, the Multimedia Lab, and the Repair and Installation unit. The department is located on the first floor of Maher Hall. Hours of operation are Monday through Friday from 8:00 a.m. to 5:00 p.m. Please call (619)260-4567 for information.

Archival units (the videotape and audio collections, Cataloging, and Acquisitions) and the viewing carrels have been moved to Copley Library and operate during normal library hours. Students can check out or view media in the library; instructors can leave media on reserve for that purpose. This unit is now known as Library Media Services.

Pardee Legal Research Center

The Pardee Legal Research Center, located on the east end of campus, houses over 500,000 volumes of legal materials and includes comprehensive coverage of primary state and federal judicial, statutory, and administrative materials and an assortment of secondary materials and foreign and



international materials, concentrating in tax, European Union, human rights, Mexican, and juvenile law. The library is a federal and state government depository.

The law library is normally open 108 hours a week, and reference librarians are normally available 70 hours a week. The collection is maintained to support the study and research of the students and faculty of the School of Law, who may also borrow materials from the other major San Diego universities via the The San Diego Library Circuit Consortium. Any USD student or faculty member needing information from legal materials may use the law collection.

Academic Computing Services

Academic Computing supports computing and communication facilities for students, faculty, and research activities. A campus-wide ethernet provides access to e-mail, Internet, and library services.

Laboratory facilities in Serra Hall include: two networked teaching laboratories (Macintosh and PC); one general lab with Macintoshes, PCs, and printers; a LINUX workstation lab; a classroom with Macintosh systems; and a small PC general computing room. Olin Hall houses a microcomputer lab of PC compatible workstations. Maher Hall, room 114, is a laboratory classroom used for laboratory access as available. All laboratory workstations have access to the campus network via Novell, Appletalk, or TCP/IP services.

Through Instructional Technology Services, Academic Computing Services also supports media classrooms in Serra and Maher Halls, as well as in other locations across campus.

ACADEMIC RESOURCES

Writing Center

The USD Writing Center is administered by the Department of English and staffed by trained, faculty-recommended tutors. Students and tutors work one-on-one in relaxed but structured one-hour sessions. A wide variety of writing references, as well as Macintosh and PC computers, are available. The Writing Center is located in Camino Hall, room 125. Students may make an appointment by calling (619)260-4581.

Logic Center

The Logic Center provides tutoring for students enrolled in logic classes at USD. It is staffed with tutors who have been recommended by their logic instructors and is an informal, drop-in center for students who need extra help in completing their assignments or preparing for their exams. The Logic Center is located in Founders Hall, room 160. Up-to-date information about the Logic Center and the work schedules of the student tutors is available at <http://www.sandiego.edu/LogicSlave/>.

Mathematics Center

The Mathematics Center provides peer tutoring to students in their lower level mathematics courses. The goal of the Mathematics Center is to provide short-term assistance while helping students become independent learners. The Mathematics Center is located in Serra Hall, room 152, and is available to USD students on a walk-in basis. Our tutors are selected through recommendations by faculty members. Although the tutors have been asked to give priority to students in lower-level classes, those tutors with advanced training will help with other mathematics questions whenever they have time to do so. The schedule and current information about the Mathematics Center is available at <http://home.sandiego.edu/~pmyers/mathlab/index.htm>.

COMMUNITY SERVICE-LEARNING

Through service, we engage USD students to learn in partnership with the community, inspiring a life-long commitment to social justice. The Center for Community Service-Learning utilizes multiple entry points into the community, in order to provide easy access to a variety of service opportunities. From direct service, addressing real needs identified by the community, to advocacy/activism, we provide our students with opportunities to support and connect with the greater San Diego Community.

The USD CASA (Center for Awareness, Service, and Action) located in Hahn University Center, room 161, sponsors a wide range of student-led projects such as Special Olympics, Habitat for Humanity, Best Buddies, and Linda Vista Kids, just to name a few – anyone can volunteer!

Through Course Based Service-Learning students are able to serve and learn in the context of the classroom. The valuable work they contribute to their community becomes a tremendous experiential education opportunity.

Many of our service projects address a variety of social issues, which are brought to light and examined by the Social Issues Committee (SIC). Providing learning opportunities through an annual conference with major speakers, team-taught classes and cultural events, SIC bridges the gap between service and activism.

The Center for Community Service-Learning is located in Maher Hall, room 218; the telephone number is (619)260-4798. Hours of operation are Monday through Friday, 8:30 a.m. to 5:00 p.m.

CENTERS AND INSTITUTES

**SCHOOL OF BUSINESS
ADMINISTRATION CENTERS
AND INSTITUTES**

For Centers and Institutes within the School of Business Administration, please see pages 189-191. These include:

- John Ahlers Center for International Business
- Real Estate Institute
- Supply Chain Management Institute
- Information Technology Management Institute
- Leadership Institute For Entrepreneurs

**CENTER FOR THE STUDY OF
LATINO/A CATHOLICISM**

The Catholic Church in the U.S. is rapidly changing its demographic makeup. Nearly one half of all U.S. Catholics are Latino/as, and their proportional representation will only continue to increase within the Church. This demographic reality (and its profound social, pastoral, and theological consequences) strongly suggests that further interdisciplinary research into Latino/a Catholicism is an urgent and necessary task.

The University of San Diego is uniquely qualified to engage in and promote the necessary research into U.S. Latino/a religious reality. USD is one of the few institutions of higher education in the country with significant library holdings on Latino/a and Latin American religion. Among its faculty, USD counts scholars with recognized reputations in the field of Latino/a and Latin American religious studies and theology. *The Journal of Hispanic/Latino Theology*, the only such publication in the country, was founded at USD and edited here for several years. The *JHLT* is a periodical with a national and international audience composed mainly of scholars in theology and religious studies.

It seemed very important that USD promote – in a systematic, multiperspectival, and interdisciplinary manner – a sustained reflection of Latino/a Catholicism and its impact on the overall U.S. Church. In order to accomplish this in a way congruent with the nature of a university, USD established the research-oriented Center for the Study of Latino/a Catholicism. The Center promotes and organizes national and international symposia, research projects, publications, etc., which would contribute to the interdisciplinary study and interpretation of Latino/a Catholicism in the U.S. For information on the Center and its projects: www.sandiego.edu/theo/latino-cath.html.

**JOAN B. KROC INSTITUTE FOR
PEACE AND JUSTICE**

The Joan B. Kroc Institute for Peace and Justice (IPJ) was founded with a \$25 million gift from San Diego philanthropist Joan B. Kroc in 1998. The mission of the IPJ is to foster peace, cultivate justice, and create a safer world. Through education, research, and peacemaking activities, the IPJ offers programs that advance scholarship and practice in conflict resolution and human rights. The Institute strives, in the late Joan B. Kroc's words, to "not only talk about peace, but to make peace." Mrs. Kroc also created a lasting legacy for peace by leaving the Institute a \$50 million endowment in 2003 to establish a School of Peace and continue peacebuilding, research, and programs.

Working in conjunction with other USD colleges and departments, the Joan B. Kroc Institute for Peace and Justice prepares students for careers in conflict resolution and human rights, provides a forum for scholarly analysis of essential issues in these fields, and links education and research with the outreach programs of the Institute.

The IPJ also serves as an unofficial mediator/facilitator to assist parties to peacefully prevent or resolve conflict, convenes disparate groups to assist them in planning more peaceful and just futures for their peoples, seeks to bring together official and unofficial voices for peace, and provides assistance in human rights and conflict resolution training and education. Some examples of IPJ programs include:

Internship Program. The Institute for Peace and Justice offers an internship program that brings in graduate and undergraduate students from around the U.S. and the world to track conflicts and human rights issues globally. To date the IPJ has hosted students from Canada, Ireland, Scotland, South Africa, and the U.S. Interns have come from diverse educational backgrounds. Some have gone on to graduate schools; others have continued their peace work as legal practitioners, immigration lawyers, and NGO and UN workers.

Master's Degree in Peace and Justice Studies. The Master's program in Peace and Justice Studies consists of a 12-month course of study that focuses on international relations, ethics and human rights, and conflict resolution. The program started in August 2002 when the first class of 13 students was admitted. The students in the program have come from Afghanistan, the Democratic Republic of Congo, Eritrea, Italy, Kenya, Mexico, Rwanda, Uganda, Tanzania, and the U.S. Some students have received scholarships from Rotary and Fulbright; others receive partial scholarships from USD.



Joan B. Kroc Distinguished Lecture Series. A separate endowment from the late Mrs. Kroc funds an ongoing Distinguished Lecture Series dedicated to creating new knowledge on the prevention of deadly conflict. The series features high-level policy makers and practitioners from around the world who present groundbreaking approaches to building peace, justice, and human rights.

WorldLink~Connecting Youth to Global Affairs. WorldLink joins forces with schools, teachers, student exchange programs, citizens, corporations, and nonprofit organizations to bring high school students from Baja California and San Diego to the IPJ to learn about a regional concern from a global perspective. Co-sponsored by the U.S. Department of State and with the help of corporate and non-governmental organizations, the annual Youth Town Meeting provides young people their own powerful forum. Topics have included human trafficking, gender and human rights, and national priorities vs. global responsibilities.

Women PeaceMakers Program. The Women PeaceMakers Program (WPP) is a residency program that was initiated through a generous grant from the Fred J. Hansen Foundation. The inaugural program welcomed four women peacemakers from the countries of Israel, Korea, Kyrgyzstan, and Somalia. While in residence, the women peacemakers have the opportunity to participate in workshops to exchange ideas and approaches to peacemaking and justice, increasing their capacity to further prepare them to participate in peacebuilding efforts and in post-conflict decision-making. The women peacemakers give

presentations to students and the public at IPJ and throughout the San Diego community. Their experiences and peacebuilding techniques are published for educational and research purposes.

Fieldwork in Peacebuilding. In regions around the world, the IPJ has been involved in dialogue, workshops, and planning for conflict resolution, peacebuilding and the development of stable post-conflict societies. The IPJ networks with other non-governmental organizations and with public policymakers to advance the cause of peace.

MANCHESTER FAMILY CHILD DEVELOPMENT CENTER

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

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

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

TRANS-BORDER INSTITUTE

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

- To help the United States-Mexico border community in ways consistent with the nature and mission of the University;
- To position the University of San Diego in the United States-Mexico border community;
- To address multinational characteristics and to help stimulate exploration of the concepts and contexts of border within the curricular, research, and service modes of activity of the University; and
- To serve as a vehicle for communication, dialogue, exchange, and collaboration in order to break down the barriers between peoples, with special attention to the United States-Mexico border region.

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

The Trans-Border Institute is organized to encourage participation of students, faculty, staff, projects, and

community. The TBI welcomes those who would like to be involved in developing the Institute as it in turn helps develop USD's growing involvement with its surrounding communities on both sides of the border.

TBI's activities include a Speaker Series, a Research Grant Program for both student and faculty research on border-related issues, the Web site (TBI.sandiego.edu), and a newsletter. TBI co-sponsors other programs and activities related to the border and the broader area of Latin America. TBI has ties with the Center for U.S.-Mexican Studies at UCSD, the Institute for Regional Studies of the Californias at SDSU, the Colegio de la Frontera Norte, and other Border Studies institutes in Europe and Latin America.

UPWARD BOUND

USD's TRIO Upward Bound Project creates intensive and nutritive services to meet the "success beyond high school" needs of 50 eligible low-income, first-generation students from Kearny High School. Funded through a U.S. Department of Education grant, Upward Bound sponsors year-round activities with Project faculty, staff, and students, empowering and enhancing the abilities of student participants and their families toward post-secondary education through individualized academic assessment, course work, advising, counseling, tutoring, mentoring, educational field trips, SAT preparation, college admissions and financial aid guidance, and a five-week summer residential academic program on USD's campus.

USD 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 action. Center activities include:

- Workshops and seminars in spirituality and professional life;
- Courses in spirituality and spiritual direction preparation; and,
- Collaborative initiatives in social action both within and outside the USD community.

Student participation is welcome. For information, contact the Center for Christian Spirituality, Maher Hall, room 280, or phone (619)260-4785.

USD TRIO MCNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM

Dr. Ronald E. McNair, physicist and astronaut, dared to dream. An African American growing up in a poor community in the South, he encountered discrimination early in his youth. Still he pursued his goal of becoming a scientist, earning a Ph.D. in laser physics from MIT. Selected by NASA for the space shuttle program, he was a mission specialist aboard Challenger. After his death in its explosion, Congress funded the McNair Post-Baccalaureate Achievement Program. It prepares low-income, first generation college students, and/or students who are currently underrepresented in the sciences (African-American, Hispanic/Latino, Native American) to follow Dr. McNair's vision and become university professors.

Exceptional individuals from disadvantaged backgrounds, who will make excellent university professors, may not be easily identified. USD McNair Scholars is comprised of 25 high-achieving and self-motivated undergraduates majoring in the sciences, computer science, and psychology whose main objective is to obtain a Ph.D.

Research is at the heart of USD McNair Scholars. Participants are partnered with faculty mentors in their discipline and formulate a research plan. In summer, Scholars receive stipends to support their research projects. USD McNair further supports the publication and presentation of participants' results in journals and professional conferences.

USD McNair Scholars provides opportunities for participants to visit graduate schools and prepare for the graduate school application process. Scholars receive individual tutoring and academic counseling to ensure academic success. Assistance in preparing for the Graduate Record Examination (GRE), securing admission to and financial assistance for enrollment in graduate programs is also provided. Finally, to aid Scholars in all these pursuits, each Scholar receives the loan of a laptop computer and instructional technology training.

ADDITIONAL ASSOCIATIONS AND ORGANIZATIONS

THE UNIVERSITY OF SAN DIEGO ALUMNI ASSOCIATION

The Alumni Association involves USD graduates in the ongoing life of the University, informing alumni of University activities, and providing benefits, services and volunteer opportunities. Governed by a Board of Directors, the Association plans class reunions, Homecoming, regional events all over the country, the Alumni Mass, the Author E. Hughes Career Achievement Awards, and other special events. The Alumni Online Community provides graduates the ability to reconnect and network with classmates via the Web and keep USD updated on their family and careers. In addition, the Association offers service programs and opportunities for career development. Special interest groups include:

The Alumnae of the Sacred Heart

A unit of the national Associated Alumnae of the Sacred Heart (AASH), an organization of former students and graduates of the Sacred Heart schools throughout the world, organized to promote the beliefs and traditions of Sacred Heart education.

USD School of Business Administration Alumni Association

The School of Business Alumni Association (SBAA) has as its mission to support alumni, advance the School of Business Administration, and enrich the student body through events, services, professional development, and continuing education opportunities intended to encourage a lifelong relationship with the University of San Diego.

USD School of Nursing and Health Science Alumni Association

Encourages educational, social, and career development for the alumni of the Hahn School of Nursing and Health Science and the University.

THE UNIVERSITY OF SAN DIEGO PARENTS ASSOCIATION

The Office of Parent Relations coordinates the USD Parents Association. All parents of USD students are members of this organization. The Parents Association is led by a volunteer Board of Directors whose mission is to keep parents informed and involved with the University through various publications and activities. Additionally, the Association is committed to mobilizing parents to offer their talents and abilities, to coordinate financially, and to join other parents, students, and University personnel in helping to create a University environment that develops men and women of integrity who will make a significant contribution to the society in which they live. Volunteer opportunities for parents are also available in the areas of admissions support, career advising and networking, development, and hosting or staffing

regional events. For more information about the Parents Association or the Board of Directors, please contact the Office of Parent Relations at (619)260-4808.

BUSINESSLINK USD

BusinessLink USD is the University's premier corporate affiliation program comprised of organizations seeking to form mutually beneficial partnerships between business and education. These collaborative, multi-faceted relationships include opportunities for corporate sponsorship, marketing exposure, preferred participation in networking events, and student recruitment. In return, the University gains exposure to the corporate world to accomplish strategic initiatives, and insight into the changing face of San Diego's dynamic economic landscape to better prepare the workforce of tomorrow. For more information about becoming a member of BusinessLink USD, please contact the Office of Corporate Relations at (619)260-4690.

ANCILLARY ORGANIZATIONS

Friends of the USD Libraries support the mission of the University through affiliation with its libraries. Through patronage and sponsorship of events, the group provides underwriting for the continued growth and development of the USD libraries.

Gold Club is a group committed to the success of the Annual Sports Banquet event. Their financial support helps to underwrite the event and provide maximum benefit to the athletic programs at the University of San Diego.

Invisible University is a continuing education program for community members interested in learning and participating in academic and cultural events at USD. Members also support USD financially through annual scholarships and other gifts. Invisible University is open to anyone wishing to pursue academic enrichment and promote philanthropy in a friendly, informal atmosphere.

Patrons of the USD Fine Arts is dedicated to furthering the growth of fine arts programming, stimulating interest and pride in those programs, and emphasizing the cultural value of the University and its fine arts programs to the greater San Diego community.

President's Club consists of alumni/ae, parents, and friends who support the University with an annual gift of at least \$1,000. Members of the President's Club are the University's leading annual benefactors.

Puente de Oro is a group whose members, through their planned gifts, have chosen to endow the University of San Diego's tradition of excellence for future generations.

Torero Athletic Association is an organization committed to the support and promotion of athletics at the University of San Diego. They accomplish this through on-going communication, development and recognition, and a variety of athletic-related events.

CHAIRS AND PROFESSORSHIPS

THE ERNEST W. HAHN CHAIR OF REAL ESTATE FINANCE

The endowed Hahn Chair of Real Estate Finance was established to honor Ernest W. Hahn, a long time member of the Board of Trustees of the University of San Diego and its first lay chairman. Mr. Hahn was a major force in real estate development in California and the nation. The purpose of the Chair is to provide a focal point for the development of real estate education at the University of San Diego. This program was made possible by gifts from 250 donors.

HERZOG ENDOWED SCHOLARS/HERZOG RESEARCH PROFESSORS

The Herzog Endowed Scholar award recognizes meritorious teaching or scholarly productivity in the area of law. This award grants funding to younger faculty over a one-year duration to be used for professional development, research, or teaching projects. Scholars who establish records of enduring research accomplishments may be designated as permanent Herzog Research Professor of Law. The Herzog Endowment was established by Dorothy A. and Maurice R. Clark in 1995.

FLETCHER JONES CHAIR OF BIOLOGY

The Fletcher Jones Chair of Biology was established by The Fletcher Jones Foundation to honor its founder. Mr. Jones was deeply committed to improving education as the most effective means of improving the quality of life for the American people.

MARY AND CHURCHILL KNAPP CHAIR OF LIBERAL ARTS

The Mary and Churchill Knapp Chair of Liberal Arts makes possible the annual appointment of a visiting distinguished professor who will contribute to the vitality and centrality of liberal arts disciplines in the College of Arts and Sciences. Churchill and Mary Knapp of La Jolla, California, funded this endowment through a gift of their home to the University.

MSGR. JOHN RAYMOND PORTMAN CHAIR OF CATHOLIC SYSTEMATIC THEOLOGY

Funded by an anonymous donor, the Msgr. John Raymond Portman Chair of Roman Catholic Systematic Theology affirms the identity of USD as a Catholic university by supporting a distinguished scholar in the Department of Theology and Religious Studies. This scholar of theology will engage in teaching, research, and service that advances a disciplined reflection of the dynamic unity of faith and reason in the life and doctrines of the Roman Catholic Church.

PRICE CHAIR IN PUBLIC INTEREST LAW

The Price Chair in Public Interest Law was established in 1990 through the generosity of San Diego philanthropists Sol and Helen Price. The first endowed faculty chair established by the School of Law, the holder of the chair teaches public interest law and directs the Center for Public Interest Law. Professor Robert C. Fellmeth is the first and current Price Chair in Public Interest Law and serves as the Price Professor of Public Interest Law on the law faculty.

STEBER PROFESSORSHIPS

The Steber Professorships in Theology and Religious Studies and in Business Administration have been established to recognize substantial contributions by faculty in the areas of teaching, research, and service. One or two of these are awarded each year. The professorships were made possible through the generosity of the late Clarence L. Steber, a former trustee of the University of San Diego.

THE DEFOREST STRUNK CHAIR OF SPECIAL AND TEACHER EDUCATION

The endowed DeForest Strunk Chair of Special and Teacher Education was established by an anonymous donor to provide a faculty position in the School of Education's Special Education and Learning and Teaching programs. Dr. Strunk was a Director of the then Division of Special Education from 1970 to 1985.

UNIVERSITY PROFESSORSHIPS

Each year 15 University Professorships are awarded to deserving faculty members. These are of two types.

University Professorships—Recognition Based are awarded to those who have demonstrated outstanding, balanced, cumulative career contributions supporting the mission and goals of USD.

University Professorships—Project Based are awarded to those who are recognized for an outstanding project proposal which fosters the faculty member's scholarly achievement and the University's mission and goals for the ultimate benefit of USD students.

WARREN DISTINGUISHED PROFESSOR OF LAW

The Warren Distinguished Professor of Law award is a permanent honor bestowed in recognition of an extensive record of outstanding scholarly productivity. The Warren Family Endowment for Faculty Development was established in 1995-1996 by Mr. and Mrs. Frank Warren, enabling the School of Law to recognize and retain distinguished faculty.



Admission to the University of San Diego is based upon evidence of the applicant's fitness to succeed in, benefit from, and contribute to the University community. Consideration is given to past performance, test scores, recommendations, a personal essay, and other information the candidate provides on the application for admission.

ADMISSION TO FRESHMAN STANDING

Admission to freshman standing is based on the following factors:

1. **Performance in secondary school.** Applicants are expected to present a well-balanced secondary school program of at least four academic subjects each year (including college preparatory courses in English, foreign language, mathematics, laboratory science, history, and social science). Both the content of the program and the quality of the performance will be considered;
2. **Scores on the SAT I.** Students should plan to take this test in their junior year, early in their senior year, or at least nine months prior to their planned university enrollment. Test scores from the ACT are acceptable in addition to or in lieu of the SAT I.
3. **Scores of the SAT II Writing test, which should be taken during the senior year, are required.**
4. **Academic recommendation from high school faculty;**
5. **Personal essay; and,**
6. **Evidence of leadership, talent, service, or other qualities which will lead to success and meaningful participation in college and the larger community.**

Additional, specific prior preparation is strongly recommended for students planning to pursue a major in engineering. For further information, see the Electrical Engineering section in the School of Business Administration portion of this *Bulletin*.

ADVANCED PLACEMENT (AP) AND CREDIT FOR ADVANCED WORK

The purpose of advanced placement and credit is to recognize advanced work of quality already accomplished by certain students, to preclude duplication of courses, and to provide increased opportunity for the exceptional student to take elective work in his or her undergraduate program.

Advanced placement college credit may be granted for advanced placement courses taken in secondary schools, when such courses are completed with scores of 3, 4, or 5 on appropriate Advanced Placement Tests given by the College Entrance Examination Board. (Higher scores are required on certain tests; consult the Dean's Office of the College of Arts and Sciences Web site at www.sandiego.edu/as/ for a current listing.)

Students who have been given the opportunity by their secondary schools to take college courses prior to high school graduation will be given college credit if such courses were taken after the sophomore year.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

College credit may be granted, within certain limitations, for the Subject examinations offered through the College-Level Examination Program (CLEP) of the College Entrance Examination Board when satisfactory scores have been earned. Units earned in this manner require extra payment.

INTERNATIONAL BACCALAUREATE (IB)

The University of San Diego recognizes the IB as a rigorous College Preparatory Program. The University will award credits to students having successfully passed the individual IB Higher Level examinations with scores of 5 or higher. Satisfaction of specific University requirements by IB credit is decided in consultation with individual departments. Credit is also awarded to students who have successfully passed selected IB SL examinations with scores of 5 or higher. Consult the Web site of the Dean's Office of the College of Arts and Sciences at www.sandiego.edu/as/ for a current listing of credits awarded.

ADMISSION TO ADVANCED STANDING

The University normally accepts transfer students from other colleges and universities who were admissible to the University as freshmen and present a strong record in their previous college work.

Candidates who were not eligible for admission to the University as freshmen will be considered if they present a balanced academic program of at least 24 semester-units of transferable academic work with a strong record.

Students who have left the University without an approved leave of absence should seek readmission through the Office of the Registrar.

Candidates for advanced standing, in addition to the application procedures listed, must present official transcripts of all college work attempted and a letter of recommendation from the previous college.

Transfer credit is officially evaluated by the Office of the Dean of the College of Arts and Sciences following the student's acceptance and submission of the commitment deposit. No official evaluation can be made before that time.

APPLICATION PROCEDURE

1. A candidate should obtain the Application for Admission from the Office of Admissions and return the completed form with the fee of \$55 (non-refundable).
2. A candidate should ask the Registrar of his/her high school (and colleges, if any) to send the official transcripts to the University. Definitive acceptance depends on the report of the final examinations of the secondary school and the statement of graduation from high school.
3. Reports of the SAT I and SAT II Writing Test of the College Entrance Examination Board, and/or ACT results, should be forwarded to the University at the request of the student.
4. The applicant should arrange to have sent directly to the University the recommendation as indicated on the Application for Admission form.
5. When the above data are filed, the Committee on Admissions will inform the student of the action taken on the application according to the calendar published in the *Undergraduate Perspective*.
6. Early action consideration is available to academically superior freshman candidates completing the application before December 1. When appropriate, candidates not selected for early action will be referred to the regular admissions process.
7. Admitted candidates are required to send a commitment deposit before the deadline noted in their letter of acceptance. Commuting students should send a \$100 deposit and resident students should send a \$250 deposit/room reservation fee.
8. The University observes the announced National Candidate's Reply Date. This means that candidates who have been informed of their acceptance to the University are not required to make any non-refundable deposit prior to May 1.
9. Admitted students will receive information concerning orientation in mid-summer.

The University of San Diego is a member of the National Association for College Admission Counseling and subscribes to the Statement of Fair Practices of that organization.

INFORMATION FOR INTERNATIONAL STUDENTS

The University of San Diego welcomes international students who can demonstrate their ability to undertake college work successfully in the United States.

Applicants for admission from other countries must give evidence of eligibility for college entrance by furnishing official records covering all secondary and collegiate work and academic and personal recommendations. All non-English records must be translated into English and certified as accurate by the school, a consulate official, or

an official translator. Evaluation of international transcripts often requires several weeks. Students presenting such transcripts are therefore urged to have them forwarded as early as possible.

Students from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service, Princeton, New Jersey 08540. Nursing students whose primary language is not English must take the Test of Written English in conjunction with the TOEFL. The SAT or ACT is required of all international freshman applicants. The SAT is administered throughout the year worldwide. To obtain SAT registration materials, visit: www.collegeboard.com. It is the responsibility of the international student to see that all credentials for admission to the fall semester are received by January 5. The last TOEFL test dates to meet the deadlines are January for the fall semester and October for the spring semester.

All international students accepted at the University must provide for their financial support from non-University sources. They must submit adequate proof of financial responsibility for all obligations for the full period of time for which they are making application. Accepted resident students should send a tuition deposit/room reservation fee of \$250 and commuting students should send a tuition deposit of \$100 when accepted. These non-refundable deposits are credited to the student's account. No evaluation of a student's academic status or registration information can be sent until 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-20A. The I-20A will be sent to the student upon receipt of an affidavit of support indicating the amount and source(s) of finances, and a commitment deposit.

VETERANS CERTIFICATE OF ELIGIBILITY

A Certificate of Eligibility is required for each entering veteran and/or surviving dependent of a veteran. Any person entitled to enroll under any Public Law must present a Certificate of Eligibility from the proper veteran's authority in order that the University can certify to the Veterans Administration that he or she has entered into training. For further information, eligible persons should contact their local Veterans Administration Office or the USD Registrar's Office, Founders Hall, room 113.



2004-2005 EXPENSES FOR UNDERGRADUATE 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 make inquiries at the Student Accounts Office, Hughes Administration Center, room 207, by the Registration/Fee Payment date.

The application fee is payable when application is made for admission. It must be paid by all students. (The application fee may be waived where there is evidence of exceptional financial need.)

Application Fee\$55.00

Tuition, 2004-2005

Students entering prior to summer 2004

1-11.5 units, per unit\$860.00

12-18 units, per semester\$12,430.00

Over 18 units, per additional unit\$860.00

Students entering after spring 2004

1-11.5 units, per unit\$920.00

12-18 units, per semester\$13,330.00

Over 18 units, per additional unit\$920.00

Auditing is one-half the regular unit tuition charge.

Note: Tuition for 2005-2006 has not been determined. It is expected to increase.

Associated Students (AS) Fee

12 units or more, per semester\$60.00

7-11.5 units, per semester\$23.00

3-6.5 units, per semester\$7.00

(The AS Fee is optional for students enrolling for fewer than 3 units.)

Deposit, 2004-2005

Advance tuition deposit for new commuter students (non-refundable)\$100.00

Advance tuition and room deposit for new resident students (non-refundable)\$250.00

Advance room deposit for returning resident students\$250.00

(During the spring semester, returning students are able to contract for their upcoming academic year housing. Please contact the Housing Office for additional information concerning application/payment deadlines and refund policies.)

Damage/cleaning deposit for resident students (due at registration)\$100.00

Special Fees, 2004-2005

Change of Program Fee\$5.00

Credit by Examination: One-half the regular per-unit tuition charge

Competency Exam Fee\$25.00

ID Replacement Fee\$15.00

Late Registration Fee\$60.00

Parking Fees

Commuter Permit\$230.00

Motorcycle Permit\$50.00

Resident Permit\$255.00

Returned Check Charge\$25.00

Student Health Services Fee\$76.00

Transcripts (each)\$5.00

Vista Fees (per semester)\$4.00

Note: Transcripts and diploma will not be released to students who have an outstanding balance owing to the University.

Room and Board, 2004-2005

There are several different plans available. Room and board may vary between approximately \$4,000 and \$5,000 per semester depending upon type of accommodations and/or meal plan.

Residents must be currently enrolled full-time students at the University of San Diego (and making normal progress toward completion of a degree) during the period of occupancy. All unmarried freshman students under 21 years of age not commuting from the home of their parent(s) or legal guardian must live in University housing. Exceptions to these policies will be considered by the Director of Housing, but must be requested by letter and approved prior to the start of the semester (that is, prior to checking into the residence hall or to making permanent plans to live off-campus).

Note: Room and Board rates for 2005-2006 have not been determined. They are expected to increase.

REFUNDS

Tuition Refund Policy

1. Fees and Deposits are non refundable.
2. Tuition is fully or partially refundable only when a student withdraws officially. An *Official Withdrawal Form* must be presented by the student to the Registrar's Office, where it will be date stamped. The following schedule applies:

100% refund for withdrawal during the first week of classes of the regular academic semester;
 90% refund for withdrawal during the second week of classes;
 80% refund for withdrawal during the third week of classes;
 70% refund for withdrawal during the fourth week of classes;
 60% refund for withdrawal during the fifth week of classes;
 60% refund for withdrawal during the sixth week of classes;
 50% refund for withdrawal during the seventh week of classes;
 40% refund for withdrawal during the eighth week of classes;
 and,
No Refund of tuition will be made for withdrawal after the end of the eighth week of classes.

A student receiving financial aid should consult the Office of Financial Aid Services for refund policies regarding his or her financial aid funds.

Any student who feels that his or her individual case warrants an exception to this policy should consult the dean of the appropriate School/College.

Note: The tuition refund policy for Intersession and Summer Sessions is published in the appropriate bulletins. For calendrical reasons, it differs from the above. Please call the Office of Special Sessions, (619)260-4800, located in Founders Hall, room 108, for details.

Room and Board Refund Policy

The University will adhere to the following policies for the refunding of housing and dining service fees for contracted residents (whether or not they have checked into a room) who are officially withdrawing from the University for either the fall or spring semester, regardless of reason. Additionally, all residents officially withdrawing from the University shall forfeit an amount equal to the \$250 Room Reservation Deposit (plus additional late cancellation fees noted in the *Housing and Dining Services Contract*). The refund schedule applies to all withdrawals occurring after the start of the contract period for occupancy, which is the first day residents are eligible to move into campus housing each semester. The contract period for occupancy begins a few days prior to the first day of classes each semester. Exact dates are stated in the terms and conditions of the *Housing and Dining Services Contract*. The effective date for any housing and dining service refund will be the last date that the resident completes any of the following applicable tasks: officially submits a withdrawal notice, checks out of his/her room, or surrenders his/her meal plan.

Refunds will be prorated on a daily basis. *After the eighth week no refund will be given.*

The room refund policy for Intersession and Summer Sessions is published in the appropriate bulletin.

At the end of the academic year, the damage/cleaning deposit may be refunded in full if no damage/cleaning charges have been charged against it, or in part according to the amount of damage/cleaning charged; it will be carried over to the next year if the student will return to the residence hall the following September. A student who feels that his or her individual case warrants an exception to this policy should contact the Director of Housing.

REGISTRATION/FEE PAYMENT POLICY

Class registration is not officially completed until all tuition, room and board charges, and fees are paid, except for those students who have prearranged to adopt the University's monthly installment plan described below. Reserved classes may be canceled by the University if the student does not complete fee payment by the assigned fee payment dates in September and February for the respective fall and spring semesters. (See the *Academic Calendar* in the first few pages of this *Bulletin* for specific dates.) There is a \$60 late registration fee charged to all students who do not complete fee payment by the deadline in the *Academic Calendar*. Accounts paid by a check which is returned by the bank uncollected are not considered paid.

Note: To 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 class reservations and room and board arrangements. If scheduled installment payments are not current by the assigned registration/fee payment days, the \$60 late registration fee must be paid.

REGISTRATION/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 in the *Directory of Classes* each semester;
2. Pay the required tuition, fees, room and board at the Student Accounts Office, Hughes Administration Center, room 207, except those who prearranged to adopt the University's monthly installment plan. Students may choose to complete the fee payment portion of registration conveniently by paying their student account on-line (www.sandiego.edu/studentaccounts); and,
3. If the student has any estimated financial aid, Federal Student/Parent Loans, Federal Perkins Trust Loan, or other student loans on his or her offer of financial assistance, and these loans/awards have not been posted to the account and are needed to assist the student in completing fee payment, the student must sign a deferral at the Student Accounts Office by the registration/fee payment deadline. Failure to do so will subject the student to a \$60 late registration fee.

Note: Please read the Intersession and Summer Sessions bulletins for specific information regarding the registration/fee payment procedure for those academic periods.

PAYMENT PLANS

Prepayment Plans

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

1. The University reserves the right to change the discount rate.
2. The student will prepay for the entire academic year, or for fall or spring semester separately. Only one academic year may be paid in advance. Prepayment discount begins May 1.
3. July 1 is the last day to prepay and receive a discount for the fall semester; December 1 for the spring semester.
4. Amounts paid are refundable in full prior to first day of class for the fall and spring semesters respectively. Subsequent to those dates, amounts due the University are governed by the University's published refund policy.
5. If the student opting for the prepayment plan is unsure of the number of units to be taken, a semester average of 12-18 units should be used to compute tuition costs. Housing estimates should be based on the cost of double occupancy in the San Dimas residence. Payment adjustments for deviations from average amounts will be made within a reasonable time after actual charges are determined.
6. If the student's actual charges exceed the estimated amounts prepaid, the student is responsible for paying any such amounts.

Monthly Installment Plan

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

The Monthly Installment Plan operates according to the following guidelines:

1. The student account balance with the University must not be delinquent and prior semester charges must have been paid on a current basis to be considered for the Installment Contract.
2. Payments begin on August 1 for the full year/fall semester plans and on January 1 for the spring semester plan.
3. To sign up for the monthly installment plan, go to our Web site at <http://www.sandiego.edu/studentaccounts>.
4. Formal application for the five-payment installment plan must be made for each new semester.
5. Adjustments are made to remaining contract payments as charges and/or credits occur.

6. In the event of a contract default, USD may refuse the student or contract buyer a subsequent retail installment contract.
7. All payments, which are due on the first of the month throughout the contract life, must be current. If a student's installment plan is not kept current, the University reserves the right to cancel the student's class reservations and room and board arrangements. If installment payments are not current at the time of fall and/or spring semester fee payment/registration deadlines, the \$60 late registration fee must be paid.
8. A \$50 processing fee is required upon execution of the monthly installment plan per semester.
9. Tuition, room, and board payments received are refundable in accordance with the University's published refund policy.
10. Special installment payment arrangements are available for international students.
11. Installment payments are not available for study abroad programs.

Additional information on payment plans is available from the Student Accounts Office, Hughes Administration Center, room 207, (619)260-4561.

FINANCIAL AID

The primary purpose of the financial aid program at the University of San Diego is to provide financial assistance to students who, without such aid, would be unable to attend the University. Financial assistance consists of scholarships, grants, loans, and employment.

Primary responsibility for financing an education rests upon the student and the student's family. Financial aid from the University is viewed as a supplement to funds which can be provided by the student, the student's family, and other sources. Students requesting financial assistance may be expected to meet a portion of their educational expenses by accepting employment, loan(s), or both. Because financial aid funds are limited, *need* is the primary factor in awarding most financial aid. For USD scholarships and grants, consideration is given to the applicant's academic achievement, character, and potential. Students requesting financial assistance from USD resources must also apply for scholarships and grants funded by their home states for which they may be eligible.

A financial aid package is designed to meet the financial need of each individual student. Each *package* may consist of funding from one or more programs and may range from \$500 to \$37,300 or more, depending on established need and/or merit.

ELIGIBILITY REQUIREMENTS

1. The student must be accepted officially by the Office of Undergraduate Admissions to pursue a degree or certificate, and maintain satisfactory academic progress as defined in the *Guide to Financial Aid Consumer Information at USD*, which is available in the Office of Financial Aid Services in the Hughes Administration Center and on the USD Financial Aid Web site (www.sandiego.edu/financial_aid/).
2. The student must complete the appropriate application(s) – see Application Procedure below.
3. The student must be a United States citizen or eligible non-citizen.
4. The student must not be in default on any federal loan or owe a refund on any federal grant.
5. Financial aid applicants must be aware that certain financial aid programs are designed to assist students who complete their degree work in a normal four-year period. Those who elect or require additional time may have to rely more heavily on self-help assistance in the form of work and loans.

APPLICATION PROCEDURE

1. Each student must complete the *Free Application for Federal Student Aid* (FAFSA) to be considered for federal and state aid. Additionally, each student admitted and attending USD prior to 2004-2005 must complete the

University of San Diego Financial Aid Application (USD FAA) to be considered for USD funds. These forms are available upon request from the USD Office of Financial Aid Services. The FAFSA is also available from high school and community college counselors, or on the Web at www.fafsa.ed.gov. **Regardless of where an applicant obtains a FAFSA and USD FAA, if required, he or she must request a *Guide to Applying for Financial Aid at USD* from the USD Office of Financial Aid Services.**

2. When required by federal law, and upon request from the Office of Financial Aid Services, it will be necessary for the student to submit a copy of the parents'/student's latest federal income tax return and respond to other requests for information by the Office of Financial Aid Services.
3. All financial aid applications must be postmarked on or before the priority deadline dates listed in the *Academic Calendar* (shown in the first few pages of this *Bulletin*) in order to receive priority consideration. Additionally, all follow-up information must be received by the USD Office of Financial Aid Services by the deadlines specified on the follow-up requests. Non-priority applicants are considered for any remaining funds.
4. Students must follow these procedures each year in *reapplying* for financial aid.

SCHOLARSHIPS AND GRANTS

Merit Awards

The University of San Diego has established the following merit-based scholarship programs for which all freshmen applicants are considered. The Office of Undergraduate Admissions selects merit scholarship recipients. Consideration is given to high academic achievement, test scores, leadership, service, talent, and other personal qualities, irrespective of financial circumstances. These awards may be combined with other forms of University and outside financial aid for students with demonstrated need.

Trustee Scholars

Trustee Scholars are designated in the name of the University of San Diego Trustees. These four-year awards must be applied to University expenses. Renewal is contingent upon maintenance of the GPA specified on the information received with initial notification of the award from the Office of Undergraduate Admissions.

Presidential Scholars

Presidential Scholars are designated in the name of the President of the University of San Diego. These four-year awards must be applied to University expenses. Renewal is

contingent upon maintenance of the GPA specified on the information received with initial notification of the award from the Office of Undergraduate Admissions.

Deans' Scholars

Deans' Scholars are designated in the name of the Academic Deans of the University of San Diego. These four-year awards must be applied to University expenses. Renewal is contingent upon maintenance of the GPA specified on the information received with initial notification of the award from the Office of Undergraduate Admissions.

Provost Scholars

A limited number of full-tuition scholarships are designated in the name of the Provost of the University of San Diego. They are generally reserved for underrepresented students of high achievement who have financial need.

Choral Scholars

Choral Scholars are selected on the basis of audition through the Department of Fine Arts. While the amount of the scholarship is determined annually, it typically covers almost half of tuition and is renewable for up to four years for an undergraduate student, subject to a student maintaining a 3.0 GPA, participating in a specific program curriculum, and sustaining involvement in the Choral Scholars singing group. Students are encouraged to apply for need-based aid before the priority deadline and, if eligible, will receive an offer which coordinates the Choral Scholarship with other assistance. Students should contact the Department of Fine Arts for further information.

Note: Eligibility for renewal of need-based scholarships is based on the cumulative GPA provided to the Office of Financial Aid Services by the Registrar, calculated through the end of the previous January Intersession.

University of San Diego Scholarships

These scholarships are awarded to both new and continuing full-time students. Awards are generally based on academic factors, the family's financial circumstances, and the student's potential to contribute to the University. Eligible continuing USD students and graduate students must have documented need, meet the renewal criteria for USD funds, and make satisfactory academic progress.

Scholarships range from several hundred to several thousand dollars, and are renewable each year provided that the student's overall grade point average equals the renewal standard and the student continues to demonstrate financial need.

University of San Diego Grants

These grants are offered to eligible students with documented need. The amounts vary. Academic eligibility is determined by the Office of Undergraduate Admissions. USD Grants are renewable.

Bishop Maher Catholic Leadership Scholarships

This program, named for the late Bishop Leo T. Maher, provides annually renewable scholarships to Catholic undergraduate students who have demonstrated leadership in their parish, school, or community. The awards range from \$500 to approximately \$3,000 per year, depending on the financial need, academic performance, and demonstrated leadership of the applicant.

In addition to the regular financial aid application forms described above, a special Bishop Maher Catholic Leadership Scholarship Application, a letter from the applicant and a letter of recommendation from the student's parish priest are required. The Maher Scholarship applications are available upon request from the Office of Financial Aid Services.

Duchesne Scholarship Program

The University of San Diego, through the School of Education, offers this scholarship for culturally diverse graduate students pursuing a teaching career in public and private elementary and secondary schools. The scholarship program is designed to recognize qualified minority students pursuing a teaching career. The scholarships assist graduate students seeking their teaching credential. USD awards Duchesne Scholarships annually to incoming and continuing students. The amount of the scholarship varies depending on the financial need of the student. Eligible applicants must have a cumulative GPA of at least 3.0. Duchesne Scholarship applications are available upon request from the USD School of Education.

Cal Grants

Each year the State of California awards a number of Cal Grants to assist with tuition and fees to students who are legal residents of the State of California and have demonstrated academic achievement and financial need. The grants can be renewed each year. In 2003-2004 the Cal Grants ranged from \$1,551 to \$11,259.

The University of San Diego advises all students who are legal California residents to apply for this State grant. To be considered, the student must complete the FAFSA, as listed above, and also provide other information as requested (for example, submit GPA Verification Form to the California Student Aid Commission). **The deadline for submitting all the necessary forms is announced each year by the California Student Aid Commission. See Deadlines section on page 46.**

Federal Supplemental Educational Opportunity Grant

This federal program is designated for highly needy undergraduate students with priority given to recipients of Federal Pell Grants (below). Funding is based on federal allocations and varies each year.

Federal Pell Grant

The Federal Pell Grant Program assists undergraduate students with substantial financial need. The student will receive a *Student Aid Report (SAR)* from the federal processor which will indicate whether or not the student is eligible for the grant. The maximum 2003-2004 Federal Pell Grant was \$4,050. The maximum amount is determined each year by the federal government.

Bureau of Indian Affairs Grants

Through the Bureau of Indian Affairs (BIA), the federal government provides annual grants to Native American students to encourage them to attend institutions of higher education. Eligibility is dependent upon criteria established by the BIA. Scholastic achievement is considered and must be maintained.

Interested Native American students should contact the area or agency office having records of their tribal membership. That office will provide the necessary application forms. The amount of the award varies and is based on unmet financial need.

PRIVATE SCHOLARSHIPS AND GRANTS

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

Students are automatically considered for any of the scholarships listed below for which they are eligible when they apply for financial aid at USD (see Application Procedure on page 41). For some scholarships with specific requirements, the USD Scholarship Questionnaire is used to determine eligibility and only students who complete this form are considered for those scholarships.

Annual Scholarships/Awards

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

Accountancy Program Scholarship
Ahmanson Foundation Scholarship
Argyros Foundation Scholarship
Arizona Alumnae of the Sacred Heart Scholarship
Avery Dennison Careers in Education Scholarship

Ernest Backhaus Memorial Scholarship
Bank of America Scholars Fund
Barney and Barney Scholarship
Peter Jr. and Bruce Bidstrup Memorial Scholarship
Sandra Brue Annual Scholarship
The Burnham Foundation Scholarship
California Building Industry Foundation/Ernest W. Hahn Scholarship
Casner Family Scholarship
CCIM (Certified Commercial Investment Members) Scholarship Fund
Mary Jane Charlton Nursing Scholarship
*Class Scholarships from the Senior Gift Program
Coca Cola Foundation 1st Generation Scholarship
James S. Copley Foundation Scholarship
Leo C. Curley Scholarship
Danvera Foundation Scholarship for English Majors
*Duncan Theatre Arts Scholarship
Flour Foundation Scholarship
Forest Lawn Foundation Scholarship
Catherine B. Ghio Scholarship
Michael Ghio Memorial Scholarship
ICSC Scholars Fund
Invisible University Scholarship Fund
Johnston Family Foundation Scholarship
Elizabeth Judd Lebrecht Scholarship for Parent Students
Lone Mountain Scholarship
J.M. Long Foundation Scholarship
Macerich Company Scholarship
George H. Mayr Educational Foundation Scholarship
Milken Family Scholars Program
Janice Nalley Memorial Scholarship
Nordstrom Scholarship
Chester Pagni Outstanding Student Service Award
The PMI Foundation Scholarship
Ralph M. Parsons Foundation Scholarship
Remembrance Fund Scholarship
San Diego Alumnae of the Sacred Heart Scholarship
San Diego Council of Administrative Women Scholarship
Scripps Polster Breast Care Center Scholarship Fund
Union Bank of California Scholarship
UPS Foundation Scholarship
*USD Mortar Board STRIVE (Seeking To Recognize Individual Visions of Excellence) Scholarship
Bernard H. van der Steen Scholarship Fund
Washington Mutual Scholarship

*Special application required.

Endowed Scholarships

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

*Jack L. Adams Endowed Scholarship Fund (ROTC) (which includes the following)

The General and Mrs. Lemuel C. Sheperd Jr. Scholarship
The General Wesley H. Rice Scholarship
The General James L. Day Scholarship
The General Robert H. Barrow Scholarship
The General and Mrs. Hugh T. Kerr Scholarship
The General and Mrs. John S. Grinalds Scholarship
The General and Mrs. J.A. Studds Scholarship
The Author E. Hughes Scholarship in Music
Alfred F. Antonicelli Endowed Scholarship Fund
Eileen and Carlton Appleby Scholarship
Arcaro Scholarship Fund
Kathryn Grady Atwood Memorial Fund
Dr. and Mrs. Manuel Barba Endowed Scholarship
Aloysius J. Bedell Scholarship
The Bosley Family Endowed Scholarship
Boyce Family Scholarship
Braille Transcribers Guild of San Diego Endowed Scholarship
Loretta Breyer Nursing Scholarship
Brindle-Erion Trust Scholarship
Kevin Briscoe Memorial Scholarship
Dr. Gilbert Brown Endowed Scholarship
Sandra Brue Endowed Scholarship
Martin and Florence Bursiek Student Aid Fund
Sister Susan Campbell Scholarship
Mickey Carhart Memorial Scholarship
Mary Delafield Carter Endowed Scholarship
Theia Cascio Endowed Scholarship
Yvonne E. Chiesi Carteron Nursing Scholarship
Choral Scholars Program
Ralph F. Claric and Russel Kamstead Memorial Fund
James W. and Kathryn S. Colachis Scholarship Fund
Harry A. Collins Memorial Scholarship
John F. Connolly Perpetual Scholarship
Helen S. Corcoran Scholarship Fund
Emmet J. Culligan Endowed Scholarship Fund
Dalton Scholarship Fund
Duda Family Foundation Scholarship
James O. And Stella Powell Eagen Endowed Scholarship Fund
Fieldstone Foundation Endowed Scholarship
First Interstate Bank of California Scholarship Endowment
Walter Fitch Trust Endowed Scholarship
French Endowed Scholarship
Sr. Sally M. Furay Scholarship Fund

German Language Scholarship Fund
Emil Ghio Scholarship Fund
W.R. Grace Scholarships
*Mary Gresko Nursing Scholarship Fund
Ernest W. and Jean E. Hahn Foundation Scholarship
Eugenie B. Hannon Scholarship
Alice B. Hayes Endowed Science Scholarship
William Randolph Hearst Scholarship Endowment
Conrad N. Hilton Minority Scholarship Endowment
W. Roy and Marion I. Holleman Endowed Scholarship
Bob Hope Leadership Scholarship
*Ethel M. Horsch Nursing Scholarship
Author E. Hughes Endowed Scholarship
Knickerbocker-Wood Scholarship
Kristopher Krohne Endowed Memorial Scholarship (ROTC)
Lawrence Family Endowed Scholarship
Elsie Leith Memorial Scholarship
Fay N. Lewis Endowed Scholarship
Laura McDonald Lewis Endowed Scholarship
*Bishop Maher Catholic Leadership Scholarship
*Manchester Endowment
George H. Mayr Endowed Scholarship
Dorothea McKinney Endowed Scholarship
Louise H. McNally Scholarship Fund
Edward J. and Grace W. Mehren Scholarship Fund
*Elizabeth Ann Mottet Nursing Scholarship Fund
*Music Endowment
Nielsen Family Scholarship
Notchev Endowed Scholarship Fund
*Nursing Endowed Scholarship (which includes the following)
Blair H. Wallace Scholarship
James B. Orwig, M.D. Nursing Scholarship Fund
Theresa and Edward O'Toole Endowed Scholarship
Oxford Endowed Scholarship
Irene Sabelberg Palmer Scholarship
Kenneth & Virginia Piper Arizona Endowed Scholarship
Pulitzer Foundation Scholarship
Reardon/Goode Scholarship
The Janet Rodgers Endowed Nursing Scholarship
John R. Ronchetto Memorial Scholarship
Leo Roon Leadership Scholarship
*Irving Salomon Political Science Scholarship
Jeffrey A. Sardina Endowed Scholarship
School of Education Scholarship Endowment
W. H. Scripps Athletic Scholarship Fund
Martin L. Sheehan Endowed Scholarship
Donald P. and Darlene V. Shiley Engineering Scholarship
*Forrest N. and Patricia K. Shumway Scholarship Fund
Sven & Tove Simonsen Scholarship Endowment
Spain Family Scholarship
*Stallard Family Nursing Scholarship
Pearl and Natalie Surkin Endowed Scholarship Fund

*Anne Swanke Memorial Scholarship
 *Jane R. Tedmon Scholarship Fund
 USD Endowed Scholarship (which includes the following)
 Dr. Lee Gerlach Honorary Scholarship
 Robert J. Keys Honorary Scholarship
 Therese T. Whitcomb and E. Ann McFarland Decorative
 Arts Study Grant
 Cathleen K. Wilson, R.N., Ph.D, Memorial Scholarship
 for Leaders in Nursing
 Donald O. and Rosemary Wilson Scholarship
 Daniel B. Woodruff Memorial Scholarship

*Special application required.

Other Scholarships Available

The following scholarships are made available to USD students from other donors. Additional applications and/or interviews may be required for consideration. For more specific information contact the Office of Financial Aid Services.

Colorado Alumnae of the Sacred Heart Scholarship
 *Fischlowitz International Student Summer Travel
 Fellowship
 Kiwanis of San Diego Foundation Scholarship
 Ralph M. Parsons Memorial Scholarship
 Sister M. Aimee Rossi Music Scholarship
 San Diego County Citizen's Scholarship Foundation
 Award
 Donald A. Strauss Public Service Scholarship

*Special application required.

Additional Sources of Funding

In addition to the above-named University of San Diego scholarships, additional sources of funds are available. Many companies offer scholarships to the sons and daughters of their employees. Fraternal organizations, such as the Elks and Rotary International, assist students in meeting the cost of education. The Copley Library has reference books and Internet access to scholarship search programs listing funds available from private organizations. The USD Office of Financial Aid Services provides a *Guide to Outside Resources of Financial Aid* upon request.

LOANS

Note: Congress may change the eligibility criteria and terms of federal loans. All federal loan information in this *Bulletin* is subject to change. Please obtain current information from the Office of Financial Aid Services.

The Federal Stafford Student Loan Program

There are two types of Federal Stafford Loans, subsidized and unsubsidized. Eligibility for the Subsidized Federal Stafford Loan is based on documented need; eligibility for the Unsubsidized Federal Stafford Loan is not based on need.

Students must complete a *Free Application for Federal Student Aid (FAFSA)* to determine eligibility for a Federal Stafford Loan (subsidized or unsubsidized).

The Federal PLUS Loan Program

A Federal PLUS Loan is available for parents to borrow a long-term, low-interest loan on behalf of their dependent children. Details regarding maximum loan amounts, current interest rates and repayment terms are described in the loan application materials available in the USD Office of Financial Aid Services.

Federal Perkins Loan Program

This federal loan program provides a limited number of long-term, low-interest (5 percent) loans to undergraduate and graduate students who have demonstrated substantial financial need. Details regarding maximum loan amounts, interest rates and repayment terms are described in information available at the Office of Financial Aid Services. Amounts offered depend on fund availability each year.

Emergency Student Loan Program

Short-term emergency loans are available from the Office of Financial Aid Services for students during the fall and spring semesters. These small loans are to assist students with unforeseen emergencies and must be repaid within 30 days.

Short-Term Book Loan Program

Short term book loans may be available for undergraduate students with exceptional financial need during the fall and spring semesters upon referral by the Student Accounts Office or an Educational Opportunity Program Advisor. Loans may be granted up to \$200 a semester. Funds may be disbursed up to 10 days before classes begin and must be repaid within 45 days. Funds are very limited and are available on a first come, first served basis. Applications are available at the EOP Office or Office of Financial Aid Services.

Gulf Oil Corporation Student Loan Fund Program

The Gulf Oil Corporation has provided the University of San Diego with funds to be used for low interest loans. This program is designed to provide assistance for students who, because of personal, financial, or related circumstances, are unable to secure adequate help through normal scholarship or loan programs. Repayment of the loan must be made within five years after graduation. Students are recommended for this loan by the Office of Financial Aid Services.

Kathryn Desmond Loan Fund

This loan fund has been established to provide financial assistance to students enrolled full time at the Hahn School of Nursing and Health Science. Information is available from the Hahn School.

Marion Hubbard Loan Fund

The late Mrs. Marion Hubbard established this low-interest loan fund to benefit students enrolled at the Hahn School of Nursing and Health Science. Information is available at the Hahn School.

USD Trust Loan Program

The Weingart Foundation, together with private donor matching funds, has provided the University of San Diego funding for zero-interest, long-term loans to help students meet the cost of education at USD. A recipient must be a graduate of a California high school and have demonstrated substantial financial need. Amounts offered depend on fund availability each year.

EMPLOYMENT (WORK-STUDY)

Federal Work-Study Program

Funds for this program are provided by the federal government and the University of San Diego. Employment, both on- and off-campus including community service, such as tutoring of elementary school children, is provided for students with documented need and is related, whenever possible, to the student's educational objectives. Employment averages 15 hours per academic week, with as many as 40 hours per week during vacation periods.

Other On-Campus Student Employment

In addition to the Federal Work-Study Program, the University offers a limited number of job opportunities to students who do not otherwise qualify for federally-subsidized programs. Over 500 students are employed part time in areas such as Dining Services, Banquets and Catering, and the Athletic Department. Students should review the job postings at the Student Employment Center, Hughes Administration Center, third floor hallway, for campus job opportunities.

Off-Campus Employment Service

The University of San Diego also assists students in finding off-campus employment. Information regarding

weekend or part-time employment within the San Diego metropolitan area is made available. There is also information for Intersession and Summer Sessions. Job referrals and further details are posted on the Student Job Board at the Student Employment Center, which is a part of the Office of Financial Aid Services located in Hughes Administration Center, room 313.

VETERANS ASSISTANCE

Information is available in the Office of the Registrar, Founders Hall, room 113.

VOCATIONAL REHABILITATION SERVICES

Students with disabilities may be eligible for the services of the State Department of Rehabilitation. The services provided must result in an employment outcome. These services may include vocational counseling and guidance, training (with payment of costs such as partial tuition, fees, books, transportation, etc.), and job placement.

Contact the State Department of Rehabilitation at (619)495-3600 for further information.

DEADLINES

Most financial aid packages consist of funds drawn from several sources – federal, state, and institutional. **Application forms and deadlines may change each year.** Students should request current information from the USD Office of Financial Aid Services, located in the Hughes Administration Center, and apply for everything for which they may be eligible.

Important Deadlines

February 20

The date by which Financial Aid Applications for Freshmen and Transfer Students must be postmarked in order to receive priority consideration for available federal and USD funds.

March 2

The deadline to apply for California State Grants (Cal Grants). *FAFSA* and *GPA Verification Form* must be postmarked by this date.

April 1

The date by which Financial Aid Applications for continuing students *must* be postmarked in order to receive priority consideration for available federal and USD funds.

STUDENT COSTS AND BUDGETS

Please refer to the *Guide to Applying for Financial Aid at USD* or the *Freshman/Transfer Guide* available from the USD Office of Financial Aid Services, located in Hughes Administration Center, room 319.

THE BACHELOR'S DEGREE

The University of San Diego is committed to a program designed to acquaint every student with the intellectual, cultural, and moral life of our civilization, while providing at the same time the opportunity to add to this knowledge special career-centered competencies. Normally, the student is in residence through eight semesters, during which he or she is enrolled in approximately 44 courses, carrying minimum credit of 124 units.

USD students who wish to earn a second bachelor's degree (as opposed to one degree with two majors) are required to complete a minimum of 30 units beyond the first USD degree (thus, at least 154 units are needed), to be seeking a different degree (for example, a B.B.A. for a student who has already earned a B.A. degree), to fulfill the general education requirements for the second USD degree (if these are different from the first degree), and to meet all prerequisite and major requirements for the second degree.

Transfer students who already have a bachelor's degree and wish to earn a USD baccalaureate degree in another major must meet all of USD's general education requirements, meet USD's residency requirement of a minimum of 30 units, and meet all requirements (including prerequisites) for the degree and major sought.

Each student is responsible for his or her own academic program, and for satisfying requirements listed in this *Bulletin*.

PROGRAMS OF STUDY

Undergraduate Majors

Accountancy (B.Acc.)
 Anthropology (B.A.)
 Art History (B.A.)
 Biology (B.A.)
 Business Administration (B.B.A.)
 Business Economics (B.B.A.)
 Chemistry (B.A.)
 Communication Studies (B.A.)
 Computer Science (B.A.)
 Economics (B.A.)
 Electrical Engineering (B.S./B.A.)
 English (B.A.)
 Environmental Studies (B.A.)
 Ethnic Studies (B.A.)
 French (B.A.)
 History (B.A.)
 Industrial and Systems Engineering (B.S./B.A.)
 Interdisciplinary Humanities (B.A.)
 International Relations (B.A.)
 Liberal Studies (B.A.)
 Marine Science (B.A.)
 Mathematics (B.A.)
 Mechanical Engineering (B.S./B.A.)

Music (B.A.)
 Nursing (B.S.) – for Registered Nurses only
 Philosophy (B.A.)
 Physics (B.A.)
 Political Science (B.A.)
 Psychology (B.A.)
 Sociology (B.A.)
 Spanish (B.A.)
 Theatre Arts (B.A.)
 Theology and Religious Studies (B.A.)
 Urban Studies (B.A.)
 Visual Arts (B.A.)

Undergraduate Minors

Accountancy
 Anthropology
 Art History
 Biology
 Business Administration
 Catholic Studies
 Chemistry
 Computer Science
 Economics
 Electronic Commerce
 English
 Environmental Science
 Environmental Studies
 Ethnic Studies
 French
 Gender Studies
 German
 History
 Information Systems
 International Relations
 Italian
 Leadership Studies
 Marine Science
 Mathematics
 Media Studies
 Music
 Peace and Justice Studies
 Philosophy
 Physics
 Political Science
 Psychology
 Sociology
 Spanish
 Speech Communication
 Theatre Arts
 Theology and Religious Studies
 Urban Studies
 Visual Arts

Undergraduate Certificate Programs

Accountancy
American Humanities
Paralegal Studies

Credential Programs

Multiple Subject
Multiple Subject BCLAD
Single Subject
Pupil Personnel Services
Administrative Services
Education Specialist (Special Education)

Honors Program**Preparation for Professional Programs**

Course work preparing students for professional programs is available for the following fields:

Dentistry
Foreign Service
Law
Medicine
Optometry
Pharmacy
Public Administration
Veterinary Medicine

Graduate Programs

Individuals interested in obtaining additional information about graduate programs should consult the *Graduate Bulletin*.

Accountancy and Financial Management (M.A.F.M.)
Business Administration (M.B.A.)
Business and Corporate Law (LL.M.)
Comparative Law (LL.M.)
Counseling (M.A.)
Dramatic Arts (M.F.A.)
Education (Ed.D.)
Educational Leadership (M.Ed.)
Executive Leadership (M.S.E.L.)
Global Leadership (M.S.G.L.)
History (M.A.)
Information Technology (M.S.I.T.)
International Law (LL.M.)
International Master of Business Administration (I.M.B.A.)
International Relations (M.A.)
Juris Doctor (J.D.)
Leadership Studies (M.A./Ed.D.)
Learning and Teaching (M.Ed.)
Marine Science (M.S.)
Marital and Family Therapy (M.A.)
Master's Entry Program in Nursing (M.E.P.N.)
(for non-RNs)
Nursing (M.S.N./Ph.D.)

Pastoral Care and Counseling (M.A.)
Peace and Justice Studies (M.A.)
Practical Theology (M.A.)
Real Estate (M.S.R.E.)
Supply Chain Management (M.S.-S.C.M.)
Taxation (LL.M.)
Teaching (M.A.T.)

Joint Degree Programs

Business Administration/Information Technology (M.B.A./M.S.I.T.)
Business Administration/Real Estate (M.B.A./M.S.R.E.)
Business Administration from USD (M.B.A.)/Finance (M.S.) or Marketing (M.S.) from the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)
Nursing (M.S.N.)/Master in Business Administration (M.B.A.)
Law (J.D.)/Master in Business Administration (M.B.A.)
Law (J.D.)/Master of Arts in International Relations (M.A.)
Law (J.D.)/International Master of Business Administration (I.M.B.A.)

REQUIREMENTS FOR MAJOR AND MINOR CONCENTRATIONS

The professional schools and the departments of the College of Arts and Sciences may designate specific courses for majors or minors or both, and may prescribe certain lower-division prerequisites.

GENERAL EDUCATION

Forty to fifty percent of the courses needed for the bachelor's degree are in the area of General Education. These are in academic areas considered by the faculty to be indispensable to a liberal education, and therefore not to be left wholly to student election. The student must demonstrate competency in fundamental academic skills and must fulfill distribution requirements in the major areas of knowledge. Ordinarily, most of these General Education requirements are completed by the end of the fourth semester.

MAJORS

Twenty-five to thirty percent of the courses a student takes are designed to fulfill the major concentration requirements. The faculties of the various departments have prescribed these courses to insure that each student will do intensive work in one special area (the "major") so as to gain a useful command of its facts, interpretations, insights, and methods. Such concentration requirements are usually met in the junior and senior years, although certain preparatory courses are commonly taken earlier.

Students exceptionally well qualified may fulfill the requirements of a double major. Students are permitted the counting of upper-division courses to more than one major. Departments retain the option of restricting students from double-counting departmental courses to separate majors offered by that department.

The College of Arts and Sciences requires that a minimum of fifty percent of upper-division work in a major must be taken at USD.

Those intending to pursue graduate studies are advised to familiarize themselves with the requirements of the graduate school of their choice.

MINORS

The student may specialize to a lesser extent in another area (the “minor”) ordinarily related to the area of primary interest. Students electing to major in physics are required to fulfill a minor concentration in mathematics, those in communication studies must complete a minor of their choice, and those in environmental studies must complete a stipulated minor. For other majors, the minor is optional, although most departments urge their students to earn credit in such a concentration. Courses in the minor may not be counted toward the major but may be used to satisfy preparation for the major and General Education requirements.

ELECTIVES

The remaining courses which students take are electives and may or may not be in areas related to the major subject. Electives allow students to choose courses either to satisfy their intellectual curiosity or to enlighten themselves in areas largely unfamiliar to them.

FACULTY ADVISOR PROGRAM AND PRECEPTORIALS

In order to assist students in maximizing their collegiate experience, an academic advising program exists which specifically suits the needs of the USD community. The program is consistent with the University's desire to foster a supportive, interactive environment which regards all students as individuals. In academic advising, each student works individually with an advisor both on procedures for completion of the degree and on development of the skills needed to make informed decisions. Therefore, advisors assist with information about academic policies, course selection, class reservation and registration procedures, and graduation requirements as well as facilitating decision making about educational goals, alternatives, and career needs. This program initially involves faculty advisors for incoming freshmen in a small class called the preceptorial. The preceptorial class provides an opportunity for first semester freshmen to meet with their faculty advisor frequently to exchange thoughts on the student's intellectual and academic progress.

After the first year, all students who have declared their majors are assigned to a faculty member in that discipline. Advisors in the major can offer the depth of knowledge about their field needed to crystallize ideas about internships, independent study courses, application to graduate or professional schools, and career opportunities.

Transfer students often arrive at USD with intentions to major in a given area, and are therefore assigned advisors in that major. For transfer students who have not decided upon a major, advising will be done for a period of time by the academic deans in the College of Arts and Sciences, Founders Hall, room 114. Prior to their first semester, they meet with a dean to initiate the advising process and to register for their classes. All students need to declare their major on a *Declaration of Major* form, which is available in the Registrar's Office, Founders Hall, room 113.

Junior and senior students who have not yet declared a major are advised by the Dean's Office of the College of Arts and Sciences. Appointments can be arranged. The hours of operation are Monday through Friday, 8:30 a.m. to 5:00 p.m. The telephone number is (619)260-4545.

Faculty advisors and students can consult the Counseling Center, Serra Hall, room 300, and Career Services, Hughes Administration Center, room 110, for interest assessment, major and career planning, special workshops, and other related services.

All advisors are available to students on a regular basis for assistance; however, **each student is ultimately responsible for initiating advising meetings and for his or her academic progress.**

APPLICABILITY OF NEW ACADEMIC REQUIREMENTS

Lower-division requirements

Changes in lower-division requirements, including prerequisites for a major, are not applicable to students already enrolled at the University of San Diego.

Upper-division requirements

Changes in upper-division requirements, including requirements for a major, are:

1. Applicable to freshmen, and to sophomores who have not yet enrolled in upper-division courses in their major, provided that the new academic requirements do not affect prerequisites for the major; and
2. Not applicable to juniors and seniors except in the Hahn School of Nursing and Health Science.

A student who so chooses may elect to fulfill new rather than previous requirements, except that the student may not intermingle previous and new requirements.

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

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

GENERAL REQUIREMENTS FOR THE BACHELOR'S DEGREE

The University will confer the bachelor's degree upon candidates who satisfactorily complete the following:

1. 124 semester-units of credit, with at least 48 units in upper-division courses;
2. The General Education program;
3. A major concentration including at least 24 units of upper-division work, and satisfying the requirements of the department/school in question;
4. A minor field, if one is required by the department/school in which one takes a major; a minor field includes 18 or more units. At least six units in the minor must be in upper-division courses and these units require a grade point average of 2.0 with C- or better;
5. Maintain a grade point average of 2.0 or better in courses at USD and in upper-division courses in the major, and a grade of C- or better in 24 upper-division units in fulfillment of the requirements for the major. Courses transferred to USD in which the student earned a grade of C or better may be counted toward this requirement, subject to possible limitation by a department/school as to the number of units from such courses which may be accepted for this purpose;
6. The residence requirement (completion of the final 30 semester-units at the University of San Diego); and,
7. Settlement of all financial obligations to the University.

GENERAL EDUCATION

The Foundations Curriculum

The Foundations Curriculum is the University of San Diego's General Education program for all its undergraduate students. It is the heart of every student's academic work at USD. Its overall theme might be said to be one of parallel responsibilities – the responsibility of the University to offer its students the opportunity to gain a set of skills and participate in common experiences that will entitle them upon graduation to be accepted into the ranks of educated men and women, and the corresponding responsibility of each student to take full advantage of that opportunity.

The University has chosen to call the program "The Foundations Curriculum." USD believes the word "Foundations" is appropriate in at least three important senses:

1. Definition of a major goal of the curriculum, to provide a foundation in the basic knowledge any educated person will be expected to possess;
2. Development of a foundation for the study in depth that students will undertake when they choose a major field of interest for their upper-division work; and,
3. Provision of a foundation for learning as a living, growing process throughout one's entire lifetime.

The Foundations Curriculum is composed of three principal sections, each with its own curricular objectives. In turn, they are: the acquisition of Indispensable Competencies; the understanding of The Roots of Human

Values; and the exploration of The Diversity of Human Experience. The specifics of the three sections of the Foundations curriculum and their particular requirements are as follows:

I. Indispensable Competencies

Goal: To insure that students have the threshold competencies necessary to pursue successfully their further studies and their career goals.

A. Written Literacy

1. At the lower-division level, students must demonstrate competency in written expression either by successfully completing a three-unit English course titled "Composition and Literature" or passing an examination in composition. The primary emphasis in the course will be on instruction and practice in composition. Those students demonstrating competency without taking the "Composition and Literature" course are required to pass a literature course taught by the English Department to fulfill the literature requirement specified in Section III-A below.
2. At the upper-division level, students must demonstrate advanced proficiency in written English either by passing an upper-division proficiency examination or by completing successfully an approved upper-division writing course. These courses will be offered by various disciplines and can be identified by the suffix W in the course number.

B. Mathematical Competency

Students must demonstrate competency either by successfully completing a three- or four-unit course at or above the level of Mathematics 115 – College Algebra, or by passing an examination in mathematics.

C. Logic

Students must demonstrate competency either by successfully completing Philosophy 101 or a more advanced logic course, or by passing an examination in logic.

Note 1: The petition for graduation will be processed only if lower-division Indispensable Competencies in General Education, Category I, have been fulfilled.

Note 2: Students who wish to attempt examinations to satisfy any lower-division competency requirements must take those examinations within their first two semesters of full-time enrollment at USD.

II. The Roots of Human Values

Goal: To examine the various systems of thought and belief with emphasis on the Judeo-Christian tradition and on problems of defining and acting upon ethical concepts.

A. Theology and Religious Studies

Nine units including at least three units at the upper-division level. (Nursing students take six units – all at the upper-division level.)

B. Philosophy

Six units (excluding Logic) including one upper-division ethics or applied ethics course. Only three units of ethics may be used to satisfy the Philosophy requirement. (Nursing students take three units of upper-division ethics or applied ethics.)

III. The Diversity of Human Experience

Goal: To foster a critical appreciation of the varied ways in which people gain knowledge and an understanding of the universe, of society, and of themselves, and to provide an informed acquaintance with forces and issues that have shaped the present and are shaping the future.

A. Humanities and Fine Arts

Nine units consisting of three units in History, three units in Literature in any language, and three units in Fine Arts (Art, Music, or Theater).

Note: The Composition and Literature course does not satisfy the literature requirement in the Humanities.

B. Natural Sciences

Six units, including three units from the physical sciences and three units from the life sciences. In addition, at least one of the courses must include a laboratory.

1. Physical Sciences:

Chemistry
Environmental Studies 104, 109, 210
Marine Science 101, 120
Physics
Engineering 102

2. Life Sciences:

Biology
Environmental Studies 102, 121

C. Social Sciences

Six units including three units in the behavioral sciences (Anthropology, Psychology, and Sociology) and three units in Economics or Political Science or Communication Studies (not required of nursing students).

D. Foreign Language

Third semester competency is required for students seeking the Bachelor of Arts degree. Students may demonstrate competency either by successfully completing a third semester course in a foreign language or by passing an examination at that level. Candidates for the Bachelor of Science in Nursing degree need not fulfill the requirement in foreign language.

Note: Students are advised to fulfill their language requirement in successive semesters. For students with high school credit in a foreign language, see the *Languages and Literatures* section in this *Bulletin* for appropriate course placement.

**GENERAL EDUCATION
REQUIREMENTS FOR INTERNATIONAL
STUDENTS**

International students meet the regular General Education requirements for a degree as shown above, with the following possible modifications:

A. Foreign Language Requirement for International Students

The University of San Diego's foreign language requirement is a competency rather than a unit requirement. Therefore, students whose native language is a cultural language other than English and whose high school education has been wholly or largely in the native language, have in many cases already fulfilled the equivalent of USD's foreign language requirement. Such students may present to the Office of the Dean of Arts and Sciences a request for an official evaluation of their language background to ascertain whether USD's requirement is already met. In most cases, a verifying examination will be required.

B. English Requirements for International Students

International students are required to meet the University of San Diego's English requirement. With the exception of those students who have been approved to transfer credit for a college-level course equivalent to USD's English 121 or whose first language is English, all international students are required to take an English Placement Exam. This exam, administered prior to the beginning of each semester, will place students in either English 121 or English 100.

*H*ONORS *P*ROGRAM

The Honors Program is designed to provide students of superior ability and accomplishment with challenges and opportunities that will allow them to realize their potential more fully. The program emphasizes teaching excellence, small classes, and a core curriculum of innovative and exciting courses. Honors students have numerous opportunities for individual counseling and discussions with honors faculty.

CURRICULUM

In the freshman year, honors students enroll in an honors preceptorial during fall semester, and a section of a lower-division General Education course in the spring. During their sophomore and junior years, honors students enroll in at least two upper-division, team-taught interdisciplinary courses. These courses, which change yearly, represent the Honors Core Curriculum. In the senior year, students in the Honors Program work on an independent research project in the fall semester and, in their final semester, participate in a senior honors colloquium in which they share the results of their research with fellow honors students and the honors faculty. Students may also receive four units of Honors credit for studying abroad.

ADMISSIONS

In evaluating the records of high-school seniors, the Office of Admissions and the Director of the Honors Program will invite those students who have the ability and motivation to achieve in the Honors Program to join. Involvement in community, school, leadership activities, and evidence of a sustained desire to do excellent academic work are the most important indicators of a potential Honors student's ability to succeed in the Program. Students who do not enter the Program at the beginning of their undergraduate career may apply for admission at the end of the fall semester of their freshman year.

REQUIREMENTS

Students in the Honors Program must complete a minimum of 25 Honors-units and maintain a GPA of 3.4 or above for graduation with the Honors Diploma.

RECOMMENDED PROGRAM OF STUDY

Freshman Year

Semester I

Honors Preceptorial (4)

Semester II

lower-division elective (3)

Sophomore Year

Semester I

Team-taught course (4)

or

Single-taught course (3)

Semester II

Same as Semester I

Junior Year

Semester I

Team-taught course (4)

or

Single-taught course (3)

Semester II

Same as Semester I

Senior Year

Semester I

Independent Study (1-3)

Semester II

Senior Colloquium (3)

COURSE

495 Honors Senior Thesis Seminar (3)

Students will conceptualize a project of original scholarship and share results of their inquiry in the seminar. The project should be original and compatible with a student's major. Projects can take the form of a scholarly paper, original writing, artistic composition or design, science experiments, or a curricular module. Students will propose a project, prepare and lead a seminar, and turn in a final thesis by the end of the semester. Prerequisite: Senior standing and enrollment in USD Honors Program.

ACADEMIC REGULATIONS

The completion of the registration process is interpreted to indicate that the student understands all the academic regulations of the University, accepts them, and pledges that he or she will abide by them.

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 whose members are all expected to abide by ethical standards both in their conduct and in their exercise of responsibility toward other members of the community.

Academic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning. To maintain its credibility and uphold its reputation, the University has procedures to deal with academic dishonesty which are uniform and which should be understood by all. Violations of academic integrity include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of research materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor. Acts 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 probation, a letter of censure, suspension, or expulsion. Full copies of the policy on Academic Integrity are available at the offices of the Provost, Vice President for Student Affairs, and Academic Deans, in the *University Policy and Procedure Manual*, and *Archways* (Undergraduate Student Handbook). Instructors also explain their expectations regarding academic integrity in their classes.

REGISTRATION

Registration takes place when the student completes the required advising and pays the required fees. No credit will be given in courses for which the student is not officially registered. The time and place of registration is announced in advance by the Registrar. Late registrants are required to pay an extra fee of \$60. (For registration procedures during Summer Sessions and Intersession, please refer to appropriate bulletins for these sessions.)

DECLARING OR CHANGING THE MAJOR

The entering student may declare a major at any time after the beginning of the first semester of attendance by completing the *Declaration of Major* form, which is available at the Office of the Registrar. The same form is used to declare a minor, a certificate program, a second major, etc. As with the major, all these other programs must be declared formally. In addition, the same form is used officially to change advisors. Students must obtain the necessary signatures on the form and return it to the Office of the Registrar. Students must declare a major before selecting a minor.

The selection of a major concentration has important and long-lasting consequences. Students who make their choice hastily and thoughtlessly run the risk either of finding themselves in an unsatisfying career or of making a subsequent costly adjustment to their program. Those who needlessly postpone their decision beyond a reasonable time also make a potentially costly error. Students should declare their major as early as possible so that their advisors can guide them in the selection of appropriate courses. Students choosing to major in diversified liberal arts, the sciences, and in business administration should select those majors early in their academic career. Students majoring in engineering must consult an engineering advisor at the beginning of the freshman year.

The University's Office of Career Services is prepared to offer its services to students who face this difficult decision. Through personal interviews and extensive standardized testing, counselors in the Counseling Center help students to assess their academic assets, dominant interest patterns, and potential for success.

When a decision to change a major concentration has been reached the student must complete the *Change of Major* form available at the Office of the Registrar, Founders Hall, room 113. Juniors and seniors who contemplate a change of major should be aware that a change is likely to necessitate taking additional courses in order to complete their requirements.

STUDENT LOAD

For a student to qualify as full time, 12 units minimum are required. However, the normal student load is 15-16 units. To exceed 18 units, the authorization of the student's advisor and of the pertinent dean must be obtained in writing. Ordinarily, no enrollment beyond 18 units will be approved unless the applicant has maintained a GPA of 3.0 cumulatively and in the immediate past semester. These restrictions on student load also apply to courses taken concurrently at another college or university for transfer to the University of San Diego.

The maximum student load in the Intersession is four units, and the maximum student load for the Summer Sessions is 13 units in a 12-week period. These maxima also apply to any combination of courses taken concurrently at the University of San Diego and another college or university. Please refer to the section on Intersession for a complete discussion of these regulations.

DROPPING OR ADDING COURSES

After registration, any student who wishes to add or drop a course must complete the necessary official forms for the Office of the Registrar. Unofficial withdrawal from a course results in a grade of F. Students who change their class schedule after the session/semester begins will pay a fee of \$5 for each change of program form processed.

Program changes involving the addition of courses are permitted within the first eight class days of a regular semester. Freshman students must have the approval of the preceptor to add or drop a course.

Withdrawing from a course after the first eight class days of the semester, without risk of academic penalty, will be allowed until the end of the tenth week of the semester. Withdrawal within that time limit will be recorded as W. After that date there is no possibility of withdrawal; the student will receive a grade for the course. A grade of W will not enter into the computation of the GPA.

WITHDRAWAL FROM THE UNIVERSITY

A student withdrawing from the University during a semester or for a future semester must file an official *Undergraduate Student Withdrawal Form* with the Office of the Assistant Vice President for Student Learning located in the University Center, room 132. Failure to do so before leaving the campus or, in the case of illness or other emergency, as soon as the decision not to continue has been made, will result in non-passing grades in all courses, thereby jeopardizing eligibility to re-enter the University of San Diego or acceptance in another institution. After the last day to enroll in classes and continuing through the end of the tenth week of the semester (last day to withdraw from classes), students may process a withdrawal to drop all their classes with grades recorded as Ws. After the last day to withdraw from classes, the student will receive grades for courses.

A student whose registration at the University is interrupted for one or more semesters must apply for readmission through the Office of the Registrar, unless a leave of absence has been granted in writing.

LEAVE OF ABSENCE

A student who will not be registered at the University during a regular semester, but would like to return without applying for readmission, must request a leave of absence by filing the official *Undergraduate Student Leave of Absence*

Form with the Office of the Assistant Vice President for Student Learning located in the University Center, room 132, by the last day to enroll in classes for that semester. To incur no tuition charges, students should request a leave of absence before the first day of classes. The request must state the reason for which the leave is requested and the semester in which the student will again register at the University. Requests for leaves of absence must be approved by the dean of the appropriate school or College. Leaves of absence are not granted to students in the probationary or disqualification status. Leaves of absence are granted for a maximum of two consecutive semesters.

AUDITING

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

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

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

ATTENDANCE

Regular and prompt attendance at class is deemed essential for the optimum educational progress of the student, and for the orderly conduct of academic life. There is no generally specified number of allowed absences. Each instructor will publish attendance regulations at the beginning of the course and will state what penalties will be imposed for excessive absences.

EXAMINATIONS

Final examinations are held in all courses at the end of each semester. Dates and schedules for the final examinations are not to be changed without the approval of the appropriate dean. Permission to take a make-up examination necessitated by serious illness or other legitimate reason may be granted by the dean.

In fall and spring semesters, examinations are limited during the week prior to final examinations. There may be no major examinations; minor quizzes are permitted as long as they are listed on syllabi at the beginning of a semester and do not count for more than 10 percent of the course grade. Laboratory practica, papers, oral reports, and make-up examinations are permitted. Students are responsible for class attendance and material presented during the week before final examinations.

Students who wish to fulfill specific competency requirements for graduation by examination may petition the Dean of the College of Arts and Sciences for permission to take such examinations. The dates for these examinations are announced in the *Academic Calendar* (found at the beginning of this *Bulletin*). Students should check with the dean for fees and locations for the examinations. No academic credit will be given for these examinations.

CREDIT BY EXAMINATION

A number of the Subject Examinations of the College Level Examination Program (CLEP) have received approval by the University faculty, so that in certain specified subjects students may qualify for college credit by satisfactory performance in the CLEP tests. Inquiries may be made at the Dean's Office, College of Arts and Sciences, Founders Hall, room 114.

GRADE REPORTS

Grade reports are mailed to students at the end of each semester.

PASS/FAIL OPTION

Students in good academic standing, that is, with a grade point average of 2.0 at the University of San Diego, may elect to enroll for courses on the pass/fail plan. All students who wish to exercise the pass/fail option must have prior authorization from their advisor. Courses taken at other institutions and transferred to USD for unit credit only are not considered to fall under the pass/fail option. Note the deadline announced in the *Academic Calendar* for changing a course to the pass/fail option or vice-versa. No changes will be made after this date. The following regulations apply:

1. Lower-division students must have successfully completed at least 12 units at this University;
2. If the course is part of a regular semester, the student must be enrolled in at least nine other units on a regular grading basis;
3. Students may take Intersession and Summer Sessions courses on a pass/fail basis provided that no more than one course is taken in any session or semester and that no more than two courses per calendar year are taken pass/fail. (Courses offered exclusively on a pass/fail basis for all students are not counted in arriving at the limit.);
4. Major courses (and major prerequisites) are excluded;
5. Courses required for any state teaching credential are excluded;
6. Certain advanced or highly specialized courses may be excluded by departments acting in concert;
7. Research and reading courses, performance and independent study courses, and courses not lending themselves to specific grading practices may, by determination of the faculty, be included;
8. All courses designated as "activity" courses may be pass/fail (at faculty determination, not students);

9. There will be no change from pass/fail to grade or vice-versa after the deadline listed in the *Academic Calendar*;
10. The course, quiz, paper, examination, and attendance requirements for pass/fail students will be the same as for students receiving a letter grade;
11. Pass requires C- grade or better;
12. Pass does not affect grade point average; Fail does affect grade point average;
13. A course taken on a pass/fail basis may only be repeated as a pass/fail course;
14. A course in which D or F is received may not be repeated on pass/fail basis but may be repeated for a grade;
15. For first honors or second honors consideration, 12 semester-units must be earned in fall or spring semesters in which traditional grades are issued;
16. A student wishing to major in a field in which he or she previously earned pass/fail credit may, with departmental permission, select another course to fulfill the requirement; and,
17. A maximum of 15 pass/fail units is applicable to the fulfillment of degree requirements. However, in the Electrical Engineering (EE), Industrial and Systems Engineering (ISyE), and Mechanical Engineering (ME) majors, pass/fail is not permitted in any required (by title) course; pass/fail enrollment in certain General Education elective courses requires prior approval of the Director of Engineering Programs and may be utilized for a maximum of 21 units of required elective General Education course units.

GRADING SYSTEM

At the end of each semester, a student's work in each course is recorded with one of the following grades: A, superior; B, very good; C, average; D, inferior; F, failure; P, credit awarded, but units do not enter into computation of grade point average; W, withdrawal; Inc., incomplete.

Professors may not change final grades unless there is a computational error.

Grade points are assigned to the above grades as follows: A = 4.0; 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.

The grade of Inc. (Incomplete) may be recorded to indicate that the requirements of a course have been substantially completed, but for a legitimate reason, a small fraction of the work remains to be completed and the record of the student in the course justifies the expectation that he or she will obtain a passing grade upon completion. The instructor who gives an Incomplete should know the reason for non-completion of the work in order to ascertain the legitimacy of that reason. The responsibility is on the student to come forth with the request for an Incomplete prior to the posting of final grades. The Incomplete grade is not counted in the computation of the grade point average for the semester for which the Incomplete grade was authorized.

A student who receives a grade of Incomplete must complete all the missing work by the end of the tenth week of the next regular semester; otherwise, the Incomplete grade remains on the record permanently, with the same effect on the grade point average as if it were an F.

The instructor assigning a grade of Incomplete will file a signed form with the dean of the appropriate school or College, indicating the reason for the Incomplete. The form is filed when the Incomplete is posted.

Only courses for which grades D or F were received may be repeated for credit. Only one repetition is permitted unless authorized in writing by the dean. On course repetitions, the units are applied toward a degree only once, but the grade assigned at each enrollment shall be permanently recorded. A course in which grades D or F were assigned may not be repeated on a pass/fail basis.

In computing the grade point average of an undergraduate student who repeats courses in which a D or F was received, only the most recently earned grades and grade points shall be used for the first 10 units repeated. When courses are repeated by transfer work, the lower grade will be removed from the USD grade point average and credit for the course will be given without grade points. In the case of further repetitions, the grade point average shall be based on all grades assigned and total units attempted. The student should notify the Registrar when a course is repeated so that adjustment of the cumulative grade point average, if necessary, may be done promptly.

The grade point average (GPA) is computed by dividing the total grade points by the total units attempted, considering only courses taken at USD in the calculation.

DUPLICATION OF CREDIT

Each of the academic courses counted toward the 124 units required for graduation must represent an increment in the student's knowledge. Consequently, courses which duplicate previous work, either in high school (for example, foreign language) or in college, cannot be counted toward graduation, nor can elementary courses which are prerequisite to advanced courses if they are taken concurrently with or after the more advanced work.

EXPERIENTIAL EDUCATION CREDIT

A maximum of six units of combined practicum, field experience and/or internship taken within the College of Arts and Sciences can be applied to the 124-unit degree requirement, 48-unit upper-division requirement, and/or upper-division requirements in the student's major. Only students eligible for upper-division credit (second semester sophomore standing) will be allowed to register in these courses. The University neither gives nor accepts transfer credit for prior experiential learning. Other restrictions (that is, junior and/or senior standing) are at the discretion of the department.

SCHOLASTIC PROBATION AND DISQUALIFICATION

A student will be placed on scholastic probation if:

1. The semester GPA falls below a C average (GPA 2.0) for course work in a given semester; or,
2. The GPA falls below 2.0 for all work attempted at USD.

In either case, the student will be placed on probation for the next semester (or portion thereof if the resolution of Incomplete grades leads to a semester GPA of less than 2.0). Permanent Incomplete grades count as units attempted, with no grade points, for purposes of computing the semester and the cumulative GPA.

The probationary status of a student can be ended only at the close of the probationary semester when the following conditions are met:

1. A C average (GPA 2.0) for all college work attempted at USD, and for all course work attempted during the semester of probation; and,
2. There are no grades of Incomplete for the probationary semester.

If the student does not end probationary status at the conclusion of the probationary semester, he or she will be disqualified scholastically.

An extension of scholastic probation for one semester only may be considered if a student appeals in writing to the dean of his or her school or College within ten days of the postmark date on the notice of disqualification. The appeal should set forth the reasons which would justify an extension and the specific plans for raising the GPA.

HONORS

At the end of each semester, each dean publishes the names of full-time (12 units or more) honor students. Those with a GPA of 3.65 or higher receive First Honors; those with 3.40 to 3.64 receive Second Honors. All honor students receive a personal commendation letter from the appropriate dean.

Students of outstanding academic merit receive special honors at graduation. Eligibility for these special honors is based upon USD GPA: a) for *summa cum laude*, 3.85 or higher; b) for *magna cum laude*, 3.65 to 3.84; and c) for *cum laude* 3.46 to 3.64. The senior with the highest USD GPA within each commencement group will give the valedictory address at his/her respective ceremony. At least half of the degree work must be completed at USD. In the event of ties, the student with the most course work completed at USD will give the valedictory address at his/her respective ceremony. Also presented at graduation are the Alcalá Leadership Awards to two outstanding seniors.

Upon graduation, honor students with the scholastic and leadership qualifications may be awarded membership in Kappa Gamma Pi, the National Honor Society for Catholic College Women and Men. No more than 10 percent of the seniors may be awarded this honor.

At the annual University of San Diego Honors Convocation, a formal year-end assembly, awards are presented to a number of students who have shown exceptional attainment in academic and other areas of university life. Departmental honors are awarded to seniors who have petitioned to graduate and have maintained a USD grade point average of 3.5 in upper-division courses in their major, provided that a minimum of 12 such units have been completed at USD prior to February 1 of the year of graduation. However, a student may lose eligibility for special honors and departmental honors if the student has been found to have committed a serious violation of the academic integrity policy.

GRADUATION PETITION AND PARTICIPATION

By the date indicated in the current *Academic Calendar*, seniors who wish to graduate in January, May, or August must file in the Registrar's Office a petition for graduation. Note: The petition for graduation will be processed only if lower-division Indispensable Competencies in General Education, Category I, have been fulfilled.

Seniors graduating in August may participate in the previous May ceremony provided that they: 1) take their remaining courses in USD's Summer Sessions; and 2) have registered (including payment) in USD's Summer Sessions for their remaining courses by May 1 and have given to the Registrar's Office written evidence of such completed registration. **There will be no exceptions for any reason whatsoever.** August graduates who wish to take courses elsewhere (after procuring the appropriate waivers) may do so, but they may not participate in the May ceremony. (Note: Summer courses taken in USD's own Guadalajara program and USD sponsored Summer Study Abroad programs will meet the requirement for courses taken at USD.)

August graduates who wish to participate in the May Commencement ceremony should register in the spring semester previous to the May ceremony for any needed courses that are being offered at USD in the Summer Sessions immediately following Commencement. To facilitate the process of looking at the spring and summer courses together, a list of courses, dates, and times of USD Summer Sessions offerings is made available each fall in the spring semester *Directory of Classes*. Unavailability of a needed course in USD's Summer Sessions will not be grounds for an exception to the policy about Commencement participation; all information is made available to students the previous fall to anticipate and avoid any such problems.

UNIT AND GRADE POINT REQUIREMENTS

To qualify for a degree, the student must earn a minimum of 124 semester-units of credit. A unit is defined as the amount of credit awarded for satisfactory performance in one lecture period or one laboratory period for one semester.

A minimum grade point average of C (GPA 2.0) is required in the total work attempted at the University of San Diego.

Of the 124 units required for graduation, 48 must be in upper-division courses, that is, those numbered 300 or higher. In order to enroll in courses which carry upper-division credit the student is normally required to have reached second semester sophomore or first semester junior class standing. Where, in the judgment of the department chair, the student has acquired the necessary basic proficiency, the student may be permitted to enroll in upper-division courses for upper-division credit even though he or she may still have only freshman or first semester sophomore standing. In such cases, the approval of the department chair must be filed, in writing, in the Office of the Dean of the College of Arts and Sciences.

CLASS STANDING

Students reach sophomore standing after satisfactory completion of 30 units. Junior class and upper-division standing are reached upon completion of 60 units. For senior class standing, 90 units must be completed.

RESIDENCE REQUIREMENT

Students are expected to complete the preponderance of their baccalaureate work at the University, especially in their junior and senior years. Leaves of absence for foreign study or transfer of courses to USD from other universities are permitted to meet legitimate educational goals of students prior to their senior year.

To satisfy the requirements for a degree, students must earn a minimum of the final 30 semester-units of credit at the University of San Diego. This residence requirement may be partially waived. Waiver is at the discretion of the student's dean. Waiver is possible only if the preponderance of academic work has been at USD and if there are valid educational reasons.

TRANSFER OF CREDIT

Academic courses from other accredited institutions are normally transferable if the grades are C- or better, and if the institution from which the grades were received is USD-approved. However, students should note that the University of San Diego has full discretion concerning which credits are applicable to its curricula and are therefore transferable. In addition to transcripts, students may need to provide documentation of courses taken. All courses transferred to USD are transferred for unit credit only and are not calculated into the GPA.

A course will not be accepted if it duplicates work (that is, repeats essentially the same content) taken at USD, except in cases where a grade of D or F was received in USD course.

Students also should be aware that the General Education requirement in Human Values may be affected by the number of units transferred at entry to USD. For

example, a student entering USD at junior standing (60-90 units) needs only two theology and religious studies classes **after entrance**. A student entering at 90 units or over need take one (upper-division) theology and religious studies class and one (upper-division) philosophy ethics course **after entrance**.

Students of the University who wish to take courses at other institutions should obtain advance written approval on a Petition to Transfer Credit form which can be picked up in the Office of the Dean of the College of Arts and Sciences, Founders Hall, room 114. The student will get the signature of their advisor, the department chair in the comparable department in which the course is being taken, and the dean if they expect such courses to be accepted in fulfillment of degree requirements at the University of San Diego. Course work taken at another university after a student leaves USD is not posted to the official transcript unless the student is readmitted to the University.

TRANSCRIPTS

Any student may request official transcripts of his or her academic work. A fee of \$5 is charged for each transcript. Applications for official transcripts should be made in writing to the Cashier in the Hughes Administration Center. Unofficial transcript requests may be made in writing directly to the Registrar's Office, Founders Hall, room 113.

THE ACADEMIC RECORD

The *Academic Record* is a computerized version, or "road map," of courses or requirements that a student has fulfilled and a listing of those yet to be accomplished. Each semester, an automatically updated version of the *Academic Record* will be made available to the student. A duplicate copy will be provided to the student's advisor. The *Academic Record* will aid both student and advisor in keeping track of the student's progress at USD semester by semester.

COURSE NUMBERING SYSTEM

Courses offered by the University are listed in alphabetical order by discipline within each school or College.

Course numbers are three digits in the following ranges:

100-199	Lower-division courses
200-299	Lower-division courses
300-399	Upper-division courses
400-499	Upper-division courses
500-599	Graduate/master's/law courses
600-699	Doctoral/law courses

Course types are indicated by the following characters:

L	Laboratory
S	Seminar
D	Drill
R	Recitation
P	Practicum

Section numbers are two digits (01, 02, 03, etc.) followed by a character attached to certain sections as appropriate:

H	Honors section
W	Writing section
C	Community service-learning section

The semester in which a course is offered is indicated in parentheses at the end of the course description.

The numbers in parentheses after the title of the course indicate the number of semester-units.



The Naval Reserve Officers Training Corps (NROTC) Program is shared between the University of San Diego and San Diego State University. The University of San Diego is the host institution for the administration of the NROTC unit.

The primary purpose of the NROTC Program is to educate qualified young men and women to serve as commissioned officers in the Navy and the Marine Corps. Students participating in the program lead essentially the same campus life as other undergraduates. They pursue academic studies leading to a bachelor's degree, and may participate in any extracurricular activities that do not interfere with their NROTC requirements.

PROGRAMS

There are two types of NROTC programs: the Scholarship Program and the College Program. They differ primarily in benefits to the student. The Scholarship Program provides four years of university study, largely at government expense, followed by a commission in the Navy or Marine Corps. The College Program leads to a commission in the Navy or Marine Corps, but without a NROTC tuition scholarship.

SCHOLARSHIP STUDENTS

Four-year Scholarship Program students are selected on the basis of a highly competitive annual national selection. Selectees are enlisted in the Naval Reserve, appointed midshipmen in the USNR, and provided tuition, fees, uniforms, and a stipend for books at government expense. In addition, they receive subsistence pay and summer active duty pay. Navy Option students in the NROTC Scholarship Program are encouraged to pursue majors in engineering or in specific science fields (mathematics, chemistry, physics, or computer science), but any other field of study leading to a baccalaureate degree is permitted. Marine Corps Option students may normally enroll in any four-year course of study leading to a bachelor's degree. All scholarship students participate in three summer cruise and training programs. Upon graduation, students receive commissions as Ensigns in the Naval Reserve or as Second Lieutenants in the Marine Corps Reserve, after which they serve with the respective service. The minimum period of active duty is four years, followed by four years of inactive reserve status.

Two-year Scholarship Program students are selected through national competition. Applicants must be in their second year of college, and in good standing. Selectees for enrollment in this program attend the Naval Science Institute at Newport, Rhode Island, receiving instruction in naval science and drill, during July and August after their selection. Successful completion of the Naval Science Institute program qualifies students for enrollment in the advanced course of the NROTC program. They are provided tuition, fees, textbook stipend, uniforms, and subsistence allowance at government expense during their junior and senior years. Two-year scholarship students participate in a summer cruise between their junior and senior years.

Upon graduation, commission and service requirements are the same as for four-year scholarship students. Applications for the scholarship program may be obtained from any NROTC unit or Navy-Marine Corps Recruiting Office.

COLLEGE PROGRAM STUDENTS

The College Program is designed for students who desire to qualify for a commission in the Navy or Marine Corps while pursuing normal courses of study, and have not been accepted into the Scholarship Program. They have the status of civilians who have entered into contract with the Navy. All College Program students must be admitted to advanced standing by the Chief of Naval Education and Training at the end of their sophomore year in order to continue in the program. They enlist in a component of the Naval Reserve and receive subsistence pay each month during the last two academic years. In addition, they receive active duty pay during the required summer cruise, which normally takes place between the junior and senior years. Upon graduation, students receive commissions as Ensigns in the Naval Reserve, or as Second Lieutenants in

the Marine Corps Reserve, and are ordered to active duty for three years and inactive reserve status for four years.

College Program students may compete each year for scholarships granted by the Chief of Naval Education and Training. If selected, they will be appointed to scholarship status with the attendant benefits and pay.

Further information on the College Program may be obtained from any NROTC unit or Navy-Marine Corps Recruiting Office.

ACADEMIC REQUIREMENTS FOR SCHOLARSHIP STUDENTS

To receive a commission, the NROTC scholarship student must complete all requirements for a bachelor's degree in accordance with University rules and regulations, as well as completing certain courses specified by the Navy. General requirements fall into two categories:

1. Naval Science requirements

Freshman Year

Introduction to Naval Science (NS 101)
Seapower (NS 102)

Sophomore Year

Leadership and Management I (NS 201)
Naval Engineering (NS 202) (Navy Option only)

Junior Year

Navigation I and II (NS 301 and NS 302) (Navy Option only)
Evolution of Warfare (NS 310) (Marine Option only)

Senior Year

Naval Weapons (NS 401) (Navy Option only)
Amphibious Operations (NS 410) (Marine Option only)
Leadership and Ethics (NS 402)

2. Other courses required by U.S. Navy

Calculus (one year)*
Computer Science (one semester)*
Physics (calculus based) (one year)*
English (one year)*
National Security Policy or American Military History (one semester)

*Navy Option only

See Naval Science course descriptions under the Naval Science Department in this *Bulletin*.

OTHER R.O.T.C. PROGRAMS

Through an agreement with the Air Force ROTC and Army ROTC and San Diego State University (SDSU), qualified students at the University of San Diego may participate in either the Air Force or Army ROTC programs at SDSU. Certain courses at San Diego State University are applied toward graduation requirements at the University of San Diego for these students. Information may be obtained by calling either the Air Force ROTC or the Army ROTC telephone numbers listed respectively below.

AIR FORCE R.O.T.C.

Qualified students at the University of San Diego may participate in the Air Force Reserve Officer Training Corps (AFROTC) program at San Diego State University.

AFROTC offers a four- or two-year Air Force Reserve Officer Training Corps program designed to develop officers who have a broad understanding and high growth potential. For qualified students, two- to four-year scholarships are available in certain areas on a competitive basis. Scholarships may be applied toward tuition, various laboratory, textbook, and incidental fees, plus a monthly non-taxable \$150 allowance during the academic year. Cadets participate in dialogues, problem solving, and other planning activities designed to develop leaders and managers. All course work is done at San Diego State University, with the exception of field trips and one Field Training encampment conducted at a military base.

Either a four- or six-week Field Training camp is required for all students during the summer between the sophomore and junior years. The four-week camp is for students who have completed all AFROTC lower-division courses with a grade of C or better in each course. Field Training emphasizes military orientation for the junior officer and aircraft and aircrew familiarization. Cadets receive physical training and participate in competitive sports. They observe selected Air Force units perform everyday operations, and they are trained in drill and ceremonies, preparation for inspections, and the use of weapons. Upon completion of the AFROTC program and all requirements for a bachelor's degree, cadets are commissioned Second Lieutenants in the Air Force and serve a minimum of four years of active duty.

USD students enroll in aerospace classes by registering for these courses in the SDSU College of Extended Studies. There is no advance application needed for the one-unit freshman or sophomore (AS100/200) courses. However, an orientation program, held just prior to the start of the fall semester, is recommended. It is designed to give new cadets a broad, realistic introduction to Air Force officer training and provide them with helpful, important information on meeting academic requirements.

The last two years of AFROTC (AS300/400, both of which are three-unit courses) lead to the commission as a Second Lieutenant. Any qualified student may apply during the sophomore year. The application process involves taking the Air Force Officer Qualifying Test (AFOQT), a physical examination, a physical fitness test, and a personal interview.

Further information about this program may be obtained from the AFROTC unit at San Diego State University at (619)594-5545.

ARMY R.O.T.C.

The Army Reserve Officers' Training Corps offers a four-year and a two-year program designed to develop future officers in the areas of leadership, management, military history, and military skills.

The Army ROTC program consists of one course per semester along with one leadership laboratory period per week. The four-year program is divided into two parts. The Basic Course is taken in the freshman and sophomore years. No military commitment is incurred during this time. After completing the Basic Course, students who have demonstrated officer potential and have met physical and scholastic standards are eligible to enroll in the Advanced Course taken in the final two years of college and consisting of outlined military science and designated enrichment courses. Some students who have previous military service can receive constructive credit for the Basic Course. Another two-year ROTC program consists of completion of a five-week basic camp and enrollment in the advance course. While in ROTC, cadets will gain invaluable leadership experience through participation in the Simultaneous Membership Program with the National Guard and Army Reserve. Upon graduation, students can enter the Army on active duty, Reserves, or the National Guard.

USD students enroll in the military science classes through the SDSU College of Extended Studies by coming to class and coordinating with the instructor. There is no advance application needed for the freshman or sophomore classes. Scholarship money is available. Four-, three-, and two-year merit scholarships are available to qualified students. Scholarship awards range from \$2,000 to \$12,000 annually for tuition plus allowances for books and fees.

Further information about this program may be obtained from the Army ROTC unit at San Diego State University (619)594-4943/1236.

INTERSESSION

USD follows the 4-1-4 academic calendar: fall and spring semesters of approximately four months each and a January Intercession of three weeks. Although students are not required to attend Intercession, 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 three- or four-unit course is the maximum allowed during Intercession; *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.)

The Intercession class schedule may be obtained at the Special Sessions Office (Founders Hall, room 108) which administers Intercession. Students must have their advisor's signed permission to register and must pay in full at the time of registration unless using the Telephone Reservation System. Students using the Telephone Reservation System must pay by the deadline given on the phone recording. Note that the Refund Policy for Intercession is different from that of the fall and spring semesters. Credit cards are accepted for tuition, room and board, and fee payments.

SUMMER SESSIONS

Academic courses are offered in sessions of various lengths over the 12-week summer period. Students may take one more unit than the number of weeks in the session (for example, four units in a three-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.

The Summer Sessions class schedule may be obtained at the Special Sessions Office, Founders Hall, room 108. Students must have their advisor's signed permission to

register and they must pay in full at the time of registration unless using the Telephone Reservation System. Students using the Telephone Reservation System must pay by the deadline given on the phone recording. Note that the Refund Policy for Summer Sessions is different from that of the fall and spring semesters. Credit cards are accepted for tuition, room and board, and fee payments.

SUMMER PROGRAMS ABROAD

Every summer the University of San Diego sponsors summer programs abroad in several different countries. Directed by faculty members and coordinated in the Study Abroad Office, these programs vary in length and course offerings. Students may fulfill a variety of General Education requirements or in some cases, earn credit toward their major or minor. Popular destinations include: Salzburg, Austria;

Viña del Mar, Chile; London, England; Perugia, Italy; and Aix-en-Provence, France among others. Financial aid for these programs is available for USD students through the Financial Aid Office. For more information, contact the Study Abroad Programs Office in Founders Hall, room 106; (619)260-4598; ssmith@sandiego.edu; or visit www.sandiego.edu/studyabroad.

SUMMER PROGRAM IN GUADALAJARA, MEXICO

Founded in 1542 by Juan de Oñate, Guadalajara is Mexico's second largest city. While Guadalajara prides itself on its long-standing traditions, it has established itself as a modern and efficient metropolitan city. The colonial center, comprised of four large plazas surrounding a 16th century cathedral, is evidence of the long history and Catholic influences during the early development of Mexico.

In cooperation with the Instituto Tecnológico y de Estudios Superiores de Occidente (ITESO) in Guadalajara, the University of San Diego sponsors a six-week summer session designed to provide students with an intensive academic and cultural experience. The Guadalajara Summer Program is suitable both for students with a primary interest in learning Spanish and for those interested in taking related courses in other fields, such as, art, art history, business, dance, history, international relations, Latino studies, political science, psychology, Spanish and Latin American literature, and music. Instruction is either in English or in Spanish, depending on the course, and course offerings vary each year. All units earned carry USD credit and residency.

The faculty is comprised of USD professors, visiting professors from other U.S. universities, and instructors from Guadalajara.

The program is open to undergraduate or graduate students, over 18 years of age, enrolled and in good standing at USD or another university. Applicants who are not enrolled

at an academic institution are also welcome to join the group. Students may take a maximum of two three-unit classes and one one-unit course. While it is recommended that students have some knowledge of the Spanish language, or enroll in a Spanish class while in Guadalajara, no previous Spanish study is required.

Students may choose to live with a host family to enhance their cultural experience. Living with a host family enables students to learn the culture of Mexico firsthand and to expand their conversational skills through daily interaction.

The summer's experience includes planned and supervised social activities and excursions to cultural sites outside and within the city of Guadalajara.

Financial assistance awarded through USD is applicable toward the Guadalajara Summer Program for USD students only. Non-USD students should check with their home institution.

For further information contact the Guadalajara Summer Program Office located in Founders Hall, room 106, (619)260-7561; guadalajara@sandiego.edu; or visit www.sandiego.edu/guadalajara.

AHLERS CENTER STUDY ABROAD PROGRAMS

AHLERS CENTER FOR INTERNATIONAL BUSINESS

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

One activity of the Ahlers Center is the sponsorship and coordination of Study Abroad programs during Intercession and Summer Sessions. These programs offer upper-division business school classes. Currently there are programs in Hong Kong, Italy, France, and Argentina. The courses, taught in English by School of Business Administration faculty, integrate local guest speakers, company visits, and social/cultural activities into the curriculum. Scholarships are also available through the Ahlers Center to help fund these international experiences.

For information, contact the Coordinator for Study Abroad Programs at the Ahlers Center, Institute for Peace and Justice, room 134, or call (619)260-4896; Web site: <http://business.sandiego.edu/ib>.

STUDY ABROAD PROGRAMS

USD undergraduates may apply for a variety of study abroad programs affiliated with the University. USD grants academic credit and grades for the programs listed in the following pages. To ensure the proper recording of units, USD students may not enroll independently, or through another institution, in a USD-affiliated program.

Students who wish to study abroad on a USD-affiliated program must have a cumulative grade point average of 2.75 or higher and must take a minimum of 15 units while participating in the program. Students placed on academic probation and those having a deficiency notice at midterm, will be disqualified, regardless of expenses incurred.

Tuition for the affiliated programs is paid directly to USD and is equivalent to the USD tuition rate for full-time students. All other fees are charged by and paid directly to the sponsoring institution. The majority of financial assistance awarded through USD is applicable for one semester abroad with an affiliated program. Some fees incurred by the sponsoring institution may not be covered by USD financial assistance. Students may study abroad for a maximum of one academic year; however, to satisfy the requirements for a degree, students must earn the final 30 units of credit at the University of San Diego campus. Application deadlines for most programs take place in early March (fall semester applicants) or October (spring semester applicants). For further information and application materials, contact the Program Coordinator in the Study Abroad Programs Office located in Founders Hall, room 106, or call (619)260-4598; www.sandiego.edu/studyabroad.

PROGRAM IN VIENNA, AUSTRIA

This Program is offered in association with the Institute for the International Education of Students (IES). The IES Vienna Center is situated in the Palais Corbelli, an elegant 18th century palace in the heart of Vienna. The extensive curriculum includes courses taught in both English and German, and offers qualified students the opportunity to enroll in courses at the local institutions such as the University of Vienna and the University of Music and Performing Arts Vienna. Students who wish to attend the local universities should plan to remain in Vienna for the months of January and/or June. Students are expected to enroll in a four-credit German course and four other courses, for a total of 16 semester-units.

Students are housed in private residences throughout the city, either in independent apartments, in apartments shared with an Austrian resident-owner, or in dormitories with Austrian students.

To be considered for the program, students must have a minimum GPA of 3.0. The student must also have attained junior standing and completed at least two college semes-

ters of German language studies prior to participation. Students wishing to enroll in courses taught in German or in courses at the local universities in Vienna, must have a minimum of four college semesters of German language instruction. Selection for the program is based on a written application and a review of transcripts (to be submitted with the application form).

SCIENCE PROGRAM IN LONDON, ENGLAND

The University of San Diego offers a one-semester or full-year program in London, England, for qualified science, mathematics, and/or computer science majors. The program is offered by special arrangement with Queen Mary and Westfield College, a full-service university within the greater University of London system. The campus is located a few miles east of central London within convenient reach of theaters, museums, and entertainment venues. Queen Mary is one of the largest colleges of the University of London, and one of only a few campus universities in the city.

Students will be required to enroll in courses to fulfill major requirements and will enroll in one or more approved courses in the arts, humanities, or sciences. Students intending to participate in the program must also have attained sophomore or junior standing and have a cumulative GPA of 3.0. Students will be offered accommodation on or within a few minutes walk from the campus, which is within easy walking distance of frequent public transport. The accommodations are comprised of single study bedrooms with shared kitchen and bathroom facilities.

PROGRAMS IN OXFORD, ENGLAND

Oxford is in the center of England, surrounded by beautiful countryside, and close to many places of interest. Areas such as London, Stratford-upon-Avon, Bath, Windsor, the Cotswolds, and Winchester are within easy reach, while Cambridge can be visited as a day trip.

The University of San Diego maintains two programs in Oxford, England, for which qualified students may enroll for either a semester or a full academic year. The Programs are offered by special arrangement with St. Clare's International College and with the Center for Medieval and Renaissance Studies (CMRS). Both are private institutions of higher education located in the city of Oxford. The Oxford Programs, open to all USD students, are primarily focused in the humanities and social sciences. Only those students who have been formally approved by USD for enrollment in either program may earn USD credit for their course work. Selection for the program is based on a written application and a review of transcripts (to be submitted with the application form).

Students are offered housing accommodations located within walking distances or short bus rides, with shared kitchen and private bathroom facilities.

To be considered for either program, students must have attained sophomore or junior standing and must have an overall grade point average of 3.0 for the St. Clare's college or a minimum 3.5 GPA for the CMRS program.

PROGRAMS IN AIX-EN-PROVENCE AND AVIGNON, FRANCE

By association with the Institute for American Universities (IAU), USD offers a choice of French study programs at two locations: Avignon and Aix-en-Provence. Both cities are situated in southern France near the Riviera. The area abounds in historical, cultural, and artistic treasures from the Roman and medieval eras to more recent times, with works of Impressionist and early Modern painters represented in local museums. Paris is a mere four hours away with the TGV (Train à Grande Vitesse).

Courses at the Avignon center are taught in French, and demand a very good background in the language, the equivalent of at least two years in college. This program, housed in a renovated 14th century chapel, meets the specific needs of French language majors.

The Aix-en-Provence center is located in a restored 17th century chapel at which courses are taught in English; however two semesters of French language studies are required. The curriculum includes two French courses per semester, with the balance to be chosen from among an array of offerings, both in French and English.

At both sites, a minimum grade point average of 2.75 is required. Qualified students with a strong background in French area studies may attend the local university at either site.

IAU will place students with host families within a short distance from either site.

PROGRAMS IN FREIBURG, GERMANY

USD, under the auspices of the Institute for the International Education of Students (IES), offers two programs in Freiburg-im-Breisgau, Germany: the European Union Program and the Freiburg Program.

Not far from Brussels and Strasbourg (seat of the European Parliament), Freiburg is ideally located for the European Union Program. The single-semester program is designed primarily for economics, political science, international relations, and international business majors. All courses are held at the IES center near the Albert-Ludwigs-Universität and are taught in English by German faculty. All students enroll in one German language course, a mandatory integrative seminar, and three other IES courses for a total of 16 units.

Students must have completed a minimum of two college-level semesters of German language, micro- and macroeconomics and/or introductory finance, and have a

background in modern European history, international relations, or comparative management. Students intending to participate in the program must be at the sophomore or junior level and have a 3.0 cumulative grade point average.

The Freiburg Program offers courses in modern German history, art history, political science, business, economics, and German language and literature. All instruction is in German and IES participants are concurrently enrolled at the Albert-Ludwigs-Universität (University of Freiburg). Courses are offered in a vast array of fields in arts and sciences. Two hours of tutorials supplement two hours of course work for selected university courses. University courses are not announced until shortly before the beginning of each semester; therefore, exact course descriptions cannot be provided in advance.

Interested students must have completed a minimum of four college-level semesters of German language for fall semester attendance, and a minimum of five college-level semesters are required for spring semester participation. Students are eligible to participate during their sophomore or junior years, and must have a minimum 3.0 GPA.

Both programs place participants with German students in university residence halls with shared kitchen and bath facilities.

PROGRAM IN CORK, IRELAND

USD students with a minimum 3.0 cumulative G.P.A. may choose to study (for one or two semesters) in Cork, Ireland at the University College Cork (UCC). The University offers courses in a variety of disciplines such as business, art history, literature, sciences and more. In addition to the regular University semester, UCC offers a pre-semester seminar in the fall in business, anthropology, environmental sciences, political science, history or literature. The two-week seminar is required for all USD fall semester participants.

The coastal town of Cork is located along the southern coast of Ireland, just approximately 165 miles from Dublin. The second largest city in Ireland, Cork offers the modern amenities of a metropolitan city while maintaining the Celtic traditions and feel of a small town.

Students who attend the study abroad program at UCC will be housed with Irish students in on-campus apartments or in local apartments in the surrounding area.

PROGRAM IN FLORENCE, ITALY

In association with Syracuse University, USD offers a one-semester or full-year program in Florence, Italy, to students seeking a Visual Art/Art History major and/or minor. As the jewel of Italy, this beautiful city abounds with original creations by artists from Cimabue and Giotto to Botticelli and Leonardo da Vinci. Such masterpieces, however, are not the only displays of artistic splendor, as the city also contains lavish sculpture gardens and centuries of beautifully preserved antiquity.

Qualified students will have the opportunity to enroll in a broad selection of courses in art history/fine arts, in addition to courses within the areas of humanities and social sciences, Italian language, and women's studies. Students having a strong background in Italian language may also study at the Centro di Cultura per Stranieri and the University of Florence.

Candidates for the program must have a minimum 2.75 cumulative grade point average and must have completed a minimum of two college-level semesters of Italian language studies. Students may also be required to have completed introductory, intermediate, and/or advanced levels of fine art/art history prior to participating. Selection for the studio art and photography courses is based on a slide portfolio of the student's recent work. Qualified USD sophomores and juniors may apply.

All program students are assigned to an Italian host family based on information provided regarding preferences and special needs.

PROGRAM IN MILAN, ITALY

The Institute for the International Education of Students (IES), in conjunction with USD, offers sophomores and juniors two programs for semester and full-year students in Milan, Italy: an intermediate Italian program and an advanced Italian program. The IES Milan Center is located near the Libera Università di Lingue e Comunicazione (IULM), which provides modern facilities and multimedia rooms. As the heart of modern Italy, Milan is a center for business and fashion industries and provides students with an outstanding opportunity to study Italian language and culture.

Students enrolled in the *intermediate* Italian program may attend courses at the Università Bocconi and will also select courses offered through the IES Center taught in English by Italian professors in art history, history, literature, music, theater, and political science. (All intermediate Italian program students enroll in a nine-unit block of language courses taught on an intensive basis during the first three weeks. The course then continues on a regular semester schedule.) Students with a minimum of two college semesters of Italian language and a minimum 2.75 GPA will be considered for the program.

The *advanced* Italian program is designed for students who have already completed four semesters of Italian language and have a minimum 2.75 GPA. Students in this program enroll in four units of Italian language and select from IES area studies courses taught in Italian by Italian university faculty, or may choose to take advantage of courses taught at several leading universities in Milan (IULM, Università Bocconi, Università Cattolica del Sacro Cuore, and Scuola Politecnica di Design). Areas of study include art history, cinema, design, history, literature, and political science.

USD students are housed in apartments with Italian roommates, some of whom are enrolled at the local university and others who are young professionals.

PROGRAM IN NAGOYA, JAPAN

The Japan Program, offered through a partnership with the Institute for the International Education of Students (IES), enrolls American students directly at Nanzan University in the Center for Japanese Studies (CJS), which specializes in intensive Japanese language instruction as well as Japanese studies courses taught in English. Students with advanced language skills may take seminars taught in Japanese.

Nagoya, with a population of 2.5 million people, is strategically located in central Japan and offers easy access to historical sites in the Kansai and Kanto regions. Students are housed in Japanese homes or independent residence halls.

Students with a minimum GPA of 3.0 are eligible to apply to participate during their junior year, with the further condition that they must have completed two semesters of college-level Japanese language. Selection for the program is based on a written application and a review of transcripts.

PROGRAM IN MADRID, SPAIN

A traditional and yet modern capital city, Madrid is the ideal location to learn about the diverse chapters of Spain's culture and history. Located in the heart of the city, the Syracuse University Madrid Center is surrounded by museums, theaters, restaurants and parks.

Through USD's affiliation with Syracuse University (SU), students who have completed a minimum of two semesters of college-level Spanish may study for one or two semesters at the SU Madrid Center in Spain. Qualified students may also opt for direct placement at the local university.

The SU Madrid Center curriculum offers a wide variety of courses taught in both English and Spanish in liberal arts and business. Because language acquisition is an integral part of the Syracuse Program, participants are required to enroll in six units of Spanish language or literature. In addition to the semester curriculum, the SU Madrid Program requires one of three pre-semester traveling seminars: Azahar, Eurovision, or Mare Nostrum. The seminars offer an intensive academic survey of Spanish history and culture (Azahar & Mare Nostrum) or European politics and business practices (Eurovision). After completion of one of these two-unit seminars, students will start the regular academic semester which consists of 15-18 units.

While participating in the Madrid Program, students are housed in host family homes with one other student according to their preferences and special needs.

PROGRAM IN TOLEDO, SPAIN

The University of San Diego, in cooperation with the José Ortega y Gasset Foundation Research Center for Iberian and Latin American Studies, offers a one-semester or full-year program in Toledo, Spain. The campus is housed in the San Juan de la Penitencia Residence, a fully renovated 16th-century convent located within walking distance from the center of Toledo. It is in the neighborhood of several major historic sites, including the home and museum of El Greco, and attracts students from Latin America as well as the U.S.

The academic program combines regular and research courses in Spanish language and literature, the humanities, and the social sciences, taught mainly in Spanish. (Emphasis is also placed on art history.) The program is open to sophomores or juniors who have completed four college-level semesters of Spanish language and have a minimum 2.75 cumulative GPA.

ENVIRONMENTAL FIELD STUDIES PROGRAM

USD, in association with the School for Field Studies (SFS), offers semester programs for qualified students majoring in the environmental and marine sciences, and related disciplines, at SFS field study sites worldwide.

Students may choose to study in the Caribbean, Australia, Baja California, Costa Rica, or Kenya. Depending on the site that is chosen, students have the opportunity to analyze such challenging problems as preserving ecosystems, balancing economic development and conservation, or managing and maintaining wildlife, agricultural, and marine resources. Science, policy, and resource management course work is integrated with practical field experience and directed research in addressing the environmental issues pertinent to the locale chosen.

Students wishing to participate in the program must have attained sophomore or junior standing and have an overall grade point average of 3.0. One semester of college-level Spanish language study is required for the programs in Mexico and Costa Rica.

USD students will live in unique dormitory-style housing in remote areas, although integrated within the local communities, and are expected to abide by safety rules and regulations at all times. Students and staff alike will share site maintenance responsibilities throughout the semester.

Please Note:

Beginning in fall 2004, all USD courses have been renumbered. The new three-digit course numbers are in the following ranges:

100-199	Lower-Division Courses
200-299	Lower-Division Courses
300-399	Upper-Division Courses
400-499	Upper-Division Courses

Courses are listed in this *Bulletin* by new course numbers.

Course descriptions list the new course number, the old course number in brackets, the course title, and the number of semester-units in parentheses.

College of Arts and Sciences



THE COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is a liberal arts college that is both historically and educationally the core of the University of San Diego. The intellectual disciplines within Arts and Sciences assist students in developing a coherent, integrated, and rich world view. Students in the College spend their undergraduate years discovering themselves as individuals, probing the commonalities of our lives on this planet, and deepening their appreciation of the sacred. In all disciplines in the College, the meanings of life in all its forms and processes are explored. Likewise, each intellectual discipline in the College reflects a sense of community by involving students in a network of scholars. Many areas in Arts and Sciences immerse students in intensive study of the patterns of human, social, and cultural organization. In addition, all curricula in the College emphasize higher order cognition

and the centrality, precision, and integrity of written and oral communication.

The intellectual vitality of Arts and Sciences is manifested at three levels:

1. Exposure to the most current information on our complex social and physical worlds;
2. Cross-disciplinary integration of methods and perspectives; and,
3. Rigorous application through writing, research, oral communication, creative expression, and personal-career development.

Arts and Sciences faculty, then, are dedicated to a cooperative effort with students to construct knowledge from information, to shape wisdom from knowledge, and to secure competence that is united with conscience and a sense of values. Success will be evidenced in a renewed wonder at life, increased self-discipline, and a more refined sense of the potential of community.

ADMINISTRATION

Patrick F. Drinan, Ph.D.
Dean

Thomas R. Herrinton, Ph.D.
Associate Dean

Pauline Berryman, M.A.
Assistant Dean

Angelo R. Orona, Ph.D.
Director, Anthropology

David B. Smith, SMVisS.
Chair, Department of Art

Lisa A. M. Baird, Ph.D.
Chair, Department of Biology

Tammy J. Dwyer, Ph.D.
Chair, Department of Chemistry

Bethami A. Dobkin, Ph.D.
Chair, Department of Communication Studies

Fred M. Robinson, Ph.D.
Chair, Department of English

Kimberly A. Eherenman, Ph.D.
Chair, Department of Languages and Literatures

Alberto L. Pulido
Director, Ethnic Studies Program

Molly McClain, Ph.D.
Chair, Department of History

Noelle Norton, Ph.D.
Director, Honors Program

K. Octavia Davis, Ph.D.
Director, Liberal Studies Program

Anne A. Sturz, Ph.D.
Chair, Department of Marine and Environmental Studies

John H. Glick, Ph.D.
Chair, Department of Mathematics and Computer Science

Christopher Adler, Ph.D.
Director, Music Program

Jack S. Crumley II, Ph.D.
Chair, Department of Philosophy

Gregory D. Severn, Ph.D.
Director, Physics Program

Randy Willoughby, Ph.D.
Chair, Department of Political Science and International Relations

Kenneth D. Keith, Ph.D.
Chair, Department of Psychology

Michael P. Soroka, Ph.D.
Chair, Department of Sociology

Colleen Kelly, M.F.A.
Director, Theatre Arts Program

Florence M. Gillman, Ph.D.
Chair, Department of Theology and Religious Studies



Angelo R. Orona, Ph.D., Program Director
 Alana K. Cordy-Collins, Ph.D.
 Jerome L. Hall, Ph.D.
 Amadeo M. Rea, Ph.D.

THE ANTHROPOLOGY MAJOR

Anthropology is the study of being human, culturally and biologically, currently and in the past. The objectives of USD's Anthropology Program demonstrate this holistics by focusing on the concept of culture and the fact of human biology. Analytical studies of human behavior contribute temporal and cross-cultural comparative perspectives to the larger body of scientific inquiry, thus grounding the student in fundamental concepts. As the holistic discipline of being human, anthropology has application for all fields of endeavor. Courses in anthropology are particularly suitable for students interested in international business, resource management, environmental concerns, teaching, educational administration, public service, and archaeology.

The major program in Anthropology will (1) prepare the interested undergraduate for graduate studies in anthropology and, (2) provide a sound background for all humanistically-related vocations.

Upon completion of 12 semester-units of anthropology with a 3.0 or better GPA, students are eligible to join the Gamma Chapter of Lambda Alpha, the National Collegiate Honor Society for Anthropology.

Resources of the Anthropology Program include the Anthropology Museum the David W. May Indian Artifacts Collection and Gallery, the annual American Indian Celebration, Archaeological Field Schools, the Anthropology Laboratory, and the Research Associates (Patrick S. Geyer, M.A., G. Timothy Gross, Ph.D., Therese A. Muranaka, Ph.D., Joseph Nalven, Ph.D., and Rose A. Tyson, M.A.).

Preparation for the Major

Anthropology 101, 102, and 103

Major Requirements

24 units of upper-division course work chosen in consultation with the advisor, including the following:

1. One biological anthropology course selected from Anthropology 310, 311, 312, 313, 314;
2. One cultural anthropology course selected from Anthropology 320, 321, 323, 327, 328;
3. One archaeology course selected from Anthropology 330, 332, 334, 335, 336, 339;
4. Two methods courses: Anthropology 349W, 460;
5. One topical course selected from Anthropology 350, 352, 353, 354, 355, 370, 380, 463, 470;
6. Anthropology 495 – Research Seminar;
7. One anthropology elective course.

THE ANTHROPOLOGY MINOR

Anthropology 101, 102, 103, and 9 upper-division units.

Satisfaction of GE Requirements

All Anthropology courses may be used to satisfy General Education requirements in the Social Sciences (behavioral sciences) area.

The Social Science Teaching Credential

Students wishing to earn a Social Science Teaching Credential may do so while completing a major in Anthropology. The specific requirements for the teaching credential differ from general requirements for the Anthropology major. Students should consult the program director.

INTRODUCTORY COURSES (ANTH)

101 [010] Introduction to Biological Anthropology (3)

An investigation of the nature of humankind, including the history of evolutionary theory, the fossil record, dating techniques, primate evolution and behavior, and human heredity, variation, and adaptation.

102 [020] Introduction to Cultural Anthropology (3)

An introduction to the nature of culture, techniques of fieldwork, linguistics, components of cultural systems, such as subsistence patterns, socio-political organization, religion, worldview, diversity, change, and current problems.

103 [030] Introduction to Archaeology (3)

A discussion of the techniques and concepts used by archaeologists for developing insights into the behavior of past societies; a survey of past societies as revealed by archaeological research.

UPPER-DIVISION COURSES (ANTH)

BIOLOGICAL ANTHROPOLOGY COURSES

310 [110] Human Evolution (3)

An examination of early developments and current knowledge about origins of modern humans and their relationships to the Neandertals. Examples from contemporary literature will be analyzed in light of recent scientific reconstructions. Prerequisite: Anthropology 101 and 103, or consent of instructor.

311 [111] Primatology (3)

An introduction to the study of non-human primates: prosimians, New World monkeys, Old World monkeys, and apes. The course focuses on primate behavior and how it relates to the study of human biocultural evolution. Of

special concern are the relationships and adaptations of the primates to varied environments. The primate collection at the San Diego Zoo will be an integral part of the course. Various observational and data collecting techniques will be employed in zoo projects. Prerequisite: Anthropology 101 or consent of instructor.

312 [112] Paleopathology (3)

An introduction to the study of ancient human pathologies through the study of bones and mummies. The course will focus on how the human skeletal system adapts to trauma, disease organisms, and environmental conditions, such as diet, climate, temperature, soil, and water. Basic skeletal anatomy and other osteological techniques such as age and sex determination will be an essential part of the course. Current problems in epidemiology will be examined in relation to diseases of the past. Prerequisite: Anthropology 101 or consent of instructor.

313 [113] Forensic Anthropology (3)

A survey of the techniques used by forensic anthropologists to assist in the identification of human skeletal remains. The course will focus on learning how to tell human from animal bones, sex identification from the skeleton, age estimation from bone and teeth, stature estimation from measurements of limb bones, and occupational inferences from stress marks on bones. Prerequisite: Anthropology 101 or consent of instructor.

314 [114] Bones: Human Osteology (3)

The study of the human skeleton in two main areas: identification of recently deceased individuals in a legal context, and historic or prehistoric remains as a contribution to human history. This hands-on course will include bone biology, development, growth, variation, and repair. Students will identify all parts of the skeletal system and dentition and learn how to measure bones and identify non-metric features and stress markers. Prerequisite: Anthropology 101 or consent of instructor.

CULTURAL ANTHROPOLOGY COURSES

320 [120] North American Indian Cultures (3)

A survey of prehistory, history, social organization, economy, worldview, and contemporary issues of American Indian and Inuit groups across North America (north of Mexico) from ethnohistorical and applied anthropology perspectives. Regional adaptations stemming from environmental and intercultural linkages are highlighted. Prerequisite: Anthropology 102 or consent of instructor.

321 [121] California and Great Basin Indian Cultures (3)

An overview of the environment and cultural history of native California and the neighboring Great Basin region. Close examination of Southern California groups:

Gabreleño, Serrano, Cahuilla, Cupeño, Luiseño, and Kumeyaay cultures and contemporary issues. Lecture-discussions, ethnographies, biographies, and California Indian guest lecturers. Field trips may be included. Prerequisite: Anthropology 102 or consent of instructor.

323 [123] Southwest Indian Cultures (3)

A survey of the ethnography of Native Americans in the Greater Southwest (the American Southwest and the Mexican Northwest). Emphasis on the interplay of each culture with its ecological environment and surrounding cultures, particularly the historically dominant colonial European settlers. Prerequisite: Anthropology 102 or consent of instructor.

327 [127] South American Indian Cultures (3)

A survey of the aboriginal populations of South America; origins and development of culture types as revealed by archaeology, biological anthropology, colonial writings, and modern ethnographic studies. Prerequisite: Anthropology 102 or consent of instructor.

328 [128] Caribbean Cultures (3)

A survey of the environments, ethnohistory, cultures, and current concerns of the peoples of the Caribbean region, including the Greater and Lesser Antilles and the east coast of Central America. Prerequisite: Anthropology 102 or consent of instructor.

ARCHAEOLOGY COURSES

330 [130] Southwestern Archaeology (3)

An examination of the development and changing face of human adaptation in the southwestern part of North America since the earliest human occupations. Views based on archaeological evidence are emphasized. The course highlights the diversity of environmental zones and shifting strategies of resource utilization seen in the region that date from prehistoric times to the end of the 19th century. Prerequisite: Anthropology 103 or consent of instructor.

332 [132] Mesoamerican Archaeology (3)

An introduction to the accomplishments of the ancient inhabitants of Mesoamerica (Mexico, Guatemala, Belize, Honduras, and El Salvador). The course focuses on the achievements of the Olmecs, Mayas, Toltecs, and others in the areas of art, ideology, writing, calendrics, mathematics, and politics. Prerequisite: Anthropology 103 or consent of instructor.

334 [134] South American Archaeology (3)

An introductory survey of the prehistoric cultures of Peru, Bolivia, Ecuador, and Chile. The focus of the course is upon the artistic, ideological, social, and economic aspects of the Cupisnique, Moche, Nasca, Inca, and other cultures. The development and evolution of prehispanic

Andean society are examined from a processual viewpoint. Prerequisite: Anthropology 103 or consent of instructor.

335 [138] Nautical Archaeology (3)

An introduction to the practice of archaeology underwater. This course examines maritime-based civilizations and their impact on society. Emphasis is placed on the role of the ship in exploration, discovery, contact, empire, trade, and warfare. Prerequisite: Anthropology 103 or consent of instructor.

336 Pre-Classical Seafaring (3)

A survey course that will examine the advent of seafaring through the iconographic and archaeological records, from the earliest of times up to the Classical Period in the Mediterranean. Prerequisite: Anthropology 103 and 335 or consent of instructor.

339 Post-Medieval Seafaring and Empire (3)

A survey course that examines the advents of ship-building and seafaring to promote Empire in the New World. Beginning with Columbus' voyages at the close of the fifteenth century and concluding with the American Civil War, students will utilize archaeological and historical sources to better understand colonization, water-borne commerce, and naval warfare. Prerequisite: Anthropology 103 and 335 or consent of instructor.

METHODS COURSES

340 [140] Introduction to Museology (3)

A survey combining theory, practice, and critique. It presents the history of museums, the development of curation and conservation practices, and the theory of exhibition design. It incorporates a hands-on approach using the resources of USD's David W. May Indian Artifacts Collection. Field trips to local museums are a requisite of the course.

342 [142] Exhibition Design and Installation (4)

A practicum in research, design, and installation of an exhibition in the David W. May Indian Gallery (Founders Hall, room 102). Students in the course will select an exhibit theme, determine the objects to be included, conduct library background research, write label copy, design the cases and case furniture (including graphics), install the exhibit, and orchestrate the exhibit opening (poster, invitations, catering, and entertainment). Prerequisite: Anthropology 340 or consent of instructor. Recommended: Anthropology 330, Art History 339, 340 and/or 341.

343 [143] The Ancient Dead: Bioarchaeology (3)

An examination of how archaeologists and biological anthropologists excavate and analyze the remains of past societies. Students are introduced to the theories, methods, and techniques of fieldwork. Basic skeletal and artifact

identification is taught through a hands-on approach examining actual osteological and artifactual materials, coupled with laboratory and archaeological field trips, classroom lectures, assigned readings, group discussions, and computer simulations. Prerequisite: Anthropology 101, 103, or consent of instructor.

349W [149W] Writing Anthropology (3)

A practicum in anthropological writing including professional publication (books and journals), grant proposals (both for funds and fellowships), popular journals, museum exhibition catalogs, and electronic media. Students in this course will learn to communicate effectively in various formats following guidelines established by the American Anthropological Association, American Association of Museums, and funding agencies such as the National Science Foundation. Students will be able to present a paper or a poster at USD's annual Undergraduate Student Research and Internship Conference. Prerequisite: Anthropology 101, 102, or 103.

TOPICAL COURSES

350 Film as Anthropology (3)

A survey of various world cultures using the genre of cinema. The course will examine universal human themes such as emotions, power, gender, and worldview, and attempt to extract an insider's perspective from each film. The focus will be on how culture influences behavior. Prerequisite: Anthropology 102 or consent of instructor.

352 [152] Ethnobiology (3)

A survey of the major areas of current research such as folk taxonomies, traditional ecological knowledge (the relationship of plants and animals to hunter-gatherers and subsistence agriculturalists), folk medicine and ethno-pharmacology, archaeobotany, and archaeozoology. Emphasis will be on the cognitive aspects, but methodologies will also be included. A field trip is required. Prerequisite: Anthropology 102 or consent of instructor. A biology course is recommended.

353 [153] Plants and Animals in Southwestern Mythology (3)

An exploration of the role specific plants and animals as metaphors play in the mythology (sacred texts) of various Southwest Indian cultures. Knowing the biology of the particular organism as well as the unique cultures that told the stories will open up the deeper, often elusive meanings of individual myths. Prerequisite: Anthropology 102 or consent of instructor.

354 Origin Myths of the Southwest (3)

A survey of the mythology of four major groups of Native Americans from the Greater Southwest – Yumans, Pimans, Puebloans, and Athabascans or Apacheans.

Origin myths from these groups include creation, emergence, dispersal, and flood stories, as well as flute lore and dying-god stories. The course examines how myths function in the four groups, how they reflect the subsistence base, worldviews, and individual and community needs; it also looks at myth as an art form. Prerequisite: Anthropology 102 or consent of instructor.

355 [155] Anthropology of Gender (3)

A survey of a wide range of sex and gender constructs and implications for related aspects of culture and human evolution. Students learn to examine and critically analyze variations in human biology, prehistory, and social frameworks regarding sex and gender. Topics include the role of gender in economic organization, ritual, politics, development, culture change, and science and technology. Prerequisite: Anthropology 102, 103 or consent of instructor.

370 [171] Indigenous Religions (3)

An examination of the elements, forms, and symbolism of religion among indigenous peoples, role of religion in society, and anthropological theories of belief systems. Prerequisite: Anthropology 102 or consent of instructor.

380 [172] Cultural Diversity (3)

A cross-cultural study of social systems, principles of organization and relationships of society to ecological conditions, methodology of comparisons, and ethnographic materials. Prerequisite: Anthropology 102 or consent of instructor.

SPECIAL TOPICS COURSES

460 [146] Ethnographic Field Methods (3)

A fieldwork course that applies standard ethnographic methods of participant/observation and interviewing techniques, life history studies, demographic method, genealogical method, and etic-emic distinctions. No library work required. Student initiates individual field research projects using ethnographic techniques. Prerequisite: Anthropology 102.

463 [163] Antiquities: Who Owns the Past? (3)

An investigation of who does own the past. The black-market in antiquities is a multi-million dollar a year business, despite the attempt of most countries to stake legal claim to such objects as national patrimony. This course examines the current chain of events in antiquities trafficking, from the peasant digging in his field to sales in the world's premier auction houses. It also examines the means by which most of the world's museums came by their antiquities collections and the controversy concerning their continued ownership (e.g. the British Museum's Greek marble statuary). Prerequisite: Anthropology 349W or consent of instructor. An Ethics course is recommended.

470 [161] Shamans, Art, and Creativity (3)

An investigation of the phenomenon of art in human society from earliest times to the present. The course considers art as an integral part of culture and examines the role of the shaman in art's origins. The course samples a wide range of art traditions in their cultural context, such as that of the Huichols of northwestern Mexico, the Balinese of Indonesia, and the Tungus reindeer herders of Siberia. Prerequisite: Anthropology 101, 102, 103 or consent of instructor.

480 [180] Applied Anthropology (3)

A practicum in the acquisition and application of culturally-appropriate data, this course studies how anthropologists use their unique set of academic tools to deal with culture, power, and agency. Illustrative areas of activity include human service needs assessment, program planning and evaluation, environmental impact assessment, educational and public policy development and analysis, and heritage resource management. Through course work and related apprenticeships, students will gain a better understanding of how anthropological knowledge and skills can be employed in occupations other than academe. Current issues and strategies in popular participation and alternative development will form the core of the course. Prerequisite: Anthropology 102 or consent of instructor.

494 [194] Issues in Anthropology (3)

Critical discussions with regard to major issues confronting the various sub-disciplines of anthropology. May be repeated for Anthropology elective credit if topic differs. Prerequisite: Consent of instructor.

495 [190] Research Seminar (3)

A capstone course wherein students develop a special topic that contributes new knowledge in the discipline. Research includes laboratory, field, or library investigation. Prerequisite: Anthropology 349W or consent of instructor.

498 [198] Internship (3)

An apprenticeship to be undertaken within the San Diego anthropological community (that is, San Diego Museum of Man, the San Diego Archaeological Center, the Office of the San Diego County Archaeologist, CALTRANS, etc.). The apprenticeship will be developed by the student, his or her mentor, and the Anthropology Program. Prerequisite: Consent of Program Director.

499 [199] Independent Study (1-3)

A project developed by the student in coordination with an instructor that investigates a field of interest to the student not normally covered by established anthropology courses. Prerequisite: Consent of instructor and Program Director.



David B. Smith, SMVisS., Chair
 Sally E. Yard, Ph.D., Coordinator, Art History
 Can Bilsel, Ph.D.
 John Halaka, M.F.A.
 Duncan McCosker, M.F.A.
 Saba M. Oskoui, M.F.A.
 Michael Rich, M.F.A.

THE MAJORS

Students may select a major in Art History or Visual Arts by completing the courses of study listed below. Alternatively, students may also elect to fulfill the requirements for a double major in both Art History and the Visual Arts.

VISUAL ARTS MAJOR

A primary objective of the Visual Arts program is to guide the student, major and non-major alike, to a practical understanding of many of the languages and traditions of visual expression. The program encourages a holistic exploration of the arts, while simultaneously requiring Art majors to develop advanced skills in at least one of the following sub-disciplines: new media, drawing, painting, photography, visual communications, and sculpture/3D studio art. Visual Arts majors who are considering graduate study are encouraged to complete a minor in Art History.

Preparation for the Visual Arts Major Lower-Division Requirements

Choose four of the following: Visual Arts 101, 103, 104, 108, 160, and two of the following: Art History 133, 134, 135, 138, 330.

Visual Arts students are strongly encouraged to complete the above six lower-division courses by the end of their sophomore year.

Upper-Division Requirements

- Complete 27 upper-division Visual Arts units (nine courses)
- Select at least one area of specialization from the sub-disciplines, and take three upper-division courses in that area.
- Complete Art History 334 – Art of the Twentieth Century in Europe and the Americas
- Participate in a Junior Review during the second semester of the junior year.
- Complete Visual Arts 495 – Senior Thesis
- Students must take at least one upper-division course in their chosen areas of specialization during their senior year.
- Students selecting Drawing or Painting as an area or areas of specialization must take Art 302 (within the 27 upper-division units).

Recommended Elective and/or General Education Courses:

For students selecting a specialization in Drawing, Painting and Sculpture/3D Studio Art:

Art History 333 – Modern Art: 1780-1920 (and other upper-division art history courses)
 Philosophy 480 – Philosophy of Art
 English 136 – Introduction to Creative Writing
 English 376 – Creative Writing

For students selecting a specialization in Visual Communications:

Communication Studies 300 – Human Communication Theory
 Communication Studies 440 – Symbolic Processes

For students selecting a specialization in Photography:

Art History 336 – History and Theory of Photography
 Art History 333 – Modern Art 1780-1920 (and other upper-division art history courses)

The Single Subject Teaching Credential

The credential, developed in cooperation with the School of Education, qualifies a student with a Bachelor of Arts degree in Art to teach kindergarten through 12th grade art in the California public schools. Interested students must see their advisor early in their program planning in order to fulfill the requirements leading to this certificate. Courses marked with an asterisk (*) are required for the credential. Additional course requirements may be necessary.

ART HISTORY MAJOR

Art History majors choose one of three subdisciplines:

- Art History (general)
- Art Administration
- Public Art and Architectural Culture

In preparation for the major, students should complete two of the following courses: Art History 133, 134, 135, 138. (Students considering the Public Art and Architectural Culture emphasis are encouraged to take Art History 135.) As part of the Art History major, students should complete two Visual Arts courses.

Art History (General)

Twenty-eight upper-division units in Art History. Senior Thesis – Art 495 is required for graduation.

Certificate in Art Administration

An Art History emphasis is allied with studies in business and administration, in preparation for positions in art-

related business and institutions. Prerequisites are as in the major.

1. Art components: Art History 334, 339, 340, 495, 498 and five other upper-division art history courses.
2. Management Components: Business minor, or the following courses (many satisfy General Education): Accounting 201, English 304W, Communication Studies 103, Political Science 125 or 340, Sociology 110 or 345, Information Technology Management 100. Economics 101 is recommended.

Public Art and Architectural Culture

This program encourages students to address contemporary social/cultural circumstance in the light of an historically grounded sense of visual expression and material culture. Courses in the history and theory of art, architecture and the city will be augmented by studies in other fields appropriate to each student's interests. Public Art and Architectural Culture is conceived for students who intend to move into fields such as architecture, landscape architecture, urban design, and historic preservation or public arts programs, and who will work toward creative strategies of intervention. Prerequisites are as in the major. Students should complete 28 upper-division units in art history, including Art History 495 – Senior Thesis. At least six of these courses should be selected from the following: Art History 330, 331, 334, 338, 339, 342, 343, 345, 354, 355, 356, 382, 393.

THE MINORS

1. The minor in Visual Arts requires four of the following: Visual Arts 101, 103, 104, 108, 160; two courses selected from Art History 133, 134, 135, 138; and 12 upper-division Visual Arts units.
2. The minor in Art History consists of a total of 18 units in art history including two courses selected from Art 133, 134, 135, and 138; 9 upper-division art history units; and one additional upper- or lower-division art history or visual arts course.

Art History majors and minors are encouraged to consider some of the following courses for fulfillment of General Education and Elective requirements:

Communication Studies 130 – Introduction to Media Studies

Communication Studies 336 – Media Criticism

Communication Studies 440 – Symbolic Processes

History 300W – Historian's Methods

Philosophy 274 – Twentieth Century Continental Philosophy

Philosophy 474 – Studies in Contemporary Continental Philosophy

Philosophy 480 – Philosophy of Art

VISUAL ARTS COURSES (ARTV)

101 [001] Fundamentals of Drawing (3)*

Introduction to the fundamental elements and principles of drawing. Exploration of a variety of dry and wet media. Primary emphasis on developing the student's perceptual capabilities and representational skills. Required for Art majors. (Every semester)

103 [003] Design Foundations (3)*

Study of two-dimensional design principles stressing the dynamics of line, shape, value, texture, color, spatial relationships, and composition. This course introduces the students to the basics of visual communications. Required for Art majors. (Every semester)

104 [004] Foundations in Form, Space, and Time (3)*

A critical exploration of how we as artists relate to the material world, and how that world in turn influences the work we make. Students will investigate a variety of media and artistic practices through projects, readings, slide presentations, and discussions. The class will examine social, cultural, and environmental issues, and their impact on meaning and perception in art. Required for Art majors. (Every semester)

*Courses marked with an asterisk are required for the Single Subject Teaching Credential

R E C O M M E N D E D P R O G R A M O F S T U D Y			
FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I Preceptorial (3) Visual Arts 101 (3) GE or Electives (9-10)	SEMESTER I Visual Arts 108 (3) Visual Arts 160 (3) Art History 133 (3) GE or Electives (6)	SEMESTER I Art Electives (9) GE or Electives (6-7)	SEMESTER I Art Electives (9) Electives (6)
SEMESTER II Visual Arts 103 (3) Visual Arts 104 (3) GE or Electives (9-10)	SEMESTER II Visual Arts 302 (3) Art History 134 (3) GE or Electives (9)	SEMESTER II Art History 334 (3) Art Electives (6) GE Electives (6) Junior Review	SEMESTER II Senior Thesis Art 495 (1) Art Electives (9) Electives (6)

108 [008] Computation in Design and Art (3)*

Introduction to the use of computers in art and design. Lectures, hands-on class demonstrations, and class projects introduce students to the artistic and creative use of the computer. Prior knowledge of basic Macintosh computer operations is recommended. Required for Art majors. (Fall semester)

160 [060] Photography (3)*

An introductory lecture and laboratory course that stresses black and white camera technique and darkroom procedures. The course encourages the student to investigate photography as a medium of personal expression. Materials are not included. A camera is necessary. Required for Art majors. (Every semester)

300 [100] Visual Communications (3)

Study of design concepts, form analysis, and development of visual thinking for creative problem solving. Lectures, discussions and class presentations explore historical, cultural, and contemporary issues and practices in visual communications. May be repeated for credit. Prerequisites: Visual Arts 103, 108. (May be taken concurrently with Art 108) (Every semester)

302 [102] Intermediate Drawing (3)

The primary objective of this course is to investigate the intimate relationship between form and content in the creation of images. Drawing projects, lectures, and critiques will stress the organization of the pictorial field and the technical manipulation of the material as means for identifying and articulating the artist's intentions. Students will be guided through the process of developing visually compelling drawings that are technically and conceptually sophisticated. Required for Art majors selecting a specialization in Drawing, Painting or 3D Studio. Prerequisite: Visual Arts 101. (Every spring)

304 [104] Introduction to Printmaking/Book Arts (3)

Basic techniques and expressive possibilities of intaglio and relief printmaking and their application to artists' books. Consideration of word/image relationships, image sequencing, and final presentation. May be repeated for credit. Prerequisites: Visual Arts 101, 302

306 [106] Special Topics in the Visual Arts (3)

An in-depth investigation in a studio setting of selected topics in the Visual Arts. Issues of current and historical interests, methods, and techniques are addressed. May be repeated when topic changes. Consent of instructor or coordinator is required.

308 [108] Advanced Computation in Design and Art (3)

Advanced exploration of the computer as a tool of creative expression. Lectures, presentations, and class projects cover theoretical, historical, and technical issues of using the computer as a creative medium. May be repeated for credit. Prerequisite: Visual Arts 108. (Every spring)

328 [128] Fundamentals of Painting (3)*

Introduction to the fundamental principals, tools and techniques necessary for successful expression through the language of painting. The primary emphasis throughout the semester will be on developing the student's technical proficiency with the medium of painting and enhancing eye/hand coordination. The majority of paintings will be developed from direct observation, with a few projects exploring the artist's subjective interests. May be repeated for credit when Visual Arts 429 is not offered. Prerequisite: Visual Arts 101. (Every semester)

344 [144] Figure Drawing (3)

A studio course emphasizing the structure and anatomy of the human figure. A variety of drawing techniques and media will be utilized to depict the live model. May be repeated for credit. Prerequisites: Visual Arts 101, 302.

350 [150] Art Fundamentals (3)*

A study of the fundamentals of art as they relate to creative and mental growth. Emphasis is placed on the stages of development from preschool through junior high school. Hands-on experience with appropriate media and techniques, combined with motivational topics that help in establishing the creative atmosphere which stimulates growth of visual expression.

353 [153] Color Photography (3)

An introduction to the aesthetic and technical considerations of color photography. The course covers basic camera operation, techniques for exposing and processing strategies for color positive film, and the development of critical issues of color photography. The class includes an introduction to digital imaging, including image scanning and storage strategies, image manipulation, color correction, and digital photographic printing. All prints will be made digitally in the computer lab.

361 [161] Advanced Photography (3)

Advanced lecture and laboratory course that continues to develop technical skills and encourage the growth of a personal aesthetic in photography. Advanced topics include the 4x5 camera, kodalith, and non-silver printing, Polaroid print transfers, and special topics of student interest. Materials not included. A camera is necessary. May be repeated for credit. Prerequisite: Visual Arts 160. (Every spring)

*Courses marked with an asterisk are required for the Single Subject Teaching Credential

362 [162] Portraits in Photography (3)

This course engages the student in making portraits in color and black and white photographic media. Students are required to complete a body of work reflecting the concerns of portraiture within a fine arts context. A camera is required. Materials not included. (Every fall)

364 [164] Introduction to Sculpture: Form, Content, Context (3)

A preliminary exploration of media and methods that will form the basis of an ongoing dialogue between object and artist. Students will investigate sculptural form as a means of expression through projects, readings, slide presentations, and discussions. Prerequisite: Visual Arts 104.

365 [165] 3D Woodworking Studio (3)

A studio course at the intermediate or advanced level focused on the exploration of wood as a sculptural medium. Students will investigate traditional and contemporary approaches to woodworking through assignments, readings, projects, and class discussions. May be repeated for credit. Prerequisite: Visual Arts 104.

366 [166] 3D Ceramics Studio (3)

A studio course at the intermediate or advanced level focused on the exploration of ceramics as a sculptural medium. Students will be introduced to basic hand building techniques and glaze theory related to sculptural form. Slide lectures, readings, and class discussions will supplement studio work. May be repeated for credit. Prerequisite: Visual Arts 104.

367 [167] 3D Metalworking Studio (3)

A studio course at the intermediate level focused on the exploration of metal as a sculptural medium. Students will investigate traditional and contemporary approaches to materials through assignments, readings, projects, and class discussions. May be repeated for credit. Prerequisite: Visual Arts 104.

368 [168] 3D Concrete Studio (3)

A studio course at the intermediate or advanced level focused on the exploration of concrete as a sculptural medium. Students will investigate traditional and contemporary approaches to this material through assignments, readings, projects, and class discussions. May be repeated for credit. Prerequisite: Visual Arts 104.

382 [182] Public Art Studio Seminar (3)

This course focuses on the role of the artist outside of the gallery/museum context. Tangential to this investigation will be discussions that engage social, political, and urban issues relevant to this expanded public context.

Traditional approaches of enhancement and commemoration will be examined in light of more temporal and critical methodologies. Historical examples will be studied and discussed, including the Soviet Constructivist experiments, the Situationists, Conceptual art, and more recent interventionist strategies.

401 [101] Advanced Visual Communications (3)

Advanced problem solving, further analysis of form and meaning, and continued exploration of the historical and cultural issues in contemporary visual communications. Projects emphasize creative thinking and require the students to place greater emphasis on research, exploration, and preparation of work for final presentation. May be repeated for credit. Prerequisites: Visual Arts 103, 108, 300.

403 [103] Advanced Drawing Seminar (3)

This course is designed to challenge students who have already demonstrated an intermediate level of proficiency in drawing. Lectures, reading discussions, and drawing projects will unfold throughout the semester around a single unified topic, resulting in a cohesive portfolio for the student. The course's central topic will change every semester, enabling students to repeat the course without repeating its content. The following is a partial list of the topics that will be explored: Representation, Identity, and the Narrative Portrait; Informed By Nature: The Landscape from the Panoramic to the Microscopic; The Expressionist Voice; Techniques of the Old Masters; Drawing the Artists' Book. May be repeated for credit. Prerequisites: Visual Arts 101, 302. (Every fall)

429 [129] Intermediate/Advanced Painting (3)

A multi-level course designed to refine the technical skills of intermediate and advanced students, while developing their individual concerns through a cohesive series of paintings. Assignments, presentations, and readings will challenge the student to consider a variety of thematic and stylistic approaches to the art of painting. May be repeated for credit. Prerequisite: Visual Arts 328.

478 [178] Multi-Dimension/Media Studio (3)

Exploration of multi-dimension/media art making at the intermediate or advanced level. Readings and slide lectures will be presented for discussion, and students will be asked to develop a series of projects which investigate more thoroughly those issues raised in previous classes. May be repeated for credit. Prerequisite: Visual Arts 104.

495 [195] Senior Thesis (1)*

Visual Arts: This course requires the Art major with a Visual Arts emphasis to mount an exhibition of his or her most significant art work carried out during undergraduate education; present a written thesis that analyzes the devel-

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opment of, and influences on his/her work; and participate in an oral defense of that thesis with the art faculty and their peers. *Senior Thesis should be taken in the final semester of the senior year.* (Every semester)

498 [198] Studio Internship (1-3)

The practice of the specialized skills, tools, basic materials, and production techniques at local professional art and design studios under the direct supervision of their senior staff. Students will present a written report to the faculty. Prerequisite: Consent of instructor prior to registration. (Every semester)

499 [199] Independent Study (1-3)

A project developed by the student in coordination with an instructor. The project should investigate in-depth a field of interest to the student not covered by established visual arts courses. Prerequisite: Consent of instructor.

ART HISTORY COURSES (ARTH)

133 [033] Introduction to Art History I (3)

A critical survey of Western Art History from prehistory through the Middle Ages.

134 [034] Introduction to Art History II (3)

A critical survey of Western Art History from the Renaissance to the present.

135 Introduction to Modern Architecture (3)

A survey of the intellectual origins, artistic concerns, and utopian programs of the Modern Movement in architecture. Focusing on the years between 1870 and 1950, we will investigate a number of issues including the relation of architecture to modernism in art (especially painting and sculpture), and the common responses of artists and architects to the industrialization and mechanization of Western society. The last section of the course will focus on postwar American architecture, the International Style, and on the dissemination and transformation of modernist art in the developing world outside Europe and the United States.

138 Art and Visual Culture (3)

This introductory seminar is designed to introduce students to the questions and debates that propel art history and the methodologies that have shaped its unfolding shifts in strategy. While topics will vary from year to year, the central focus of the course will be constant: to equip students to look purposefully, critically, and contextually at images, mindful of the ways that meaning is produced and perceived.

330 [130] Special Topics in the History of Architecture and Design (3)

A focused investigation of select issues in architectural and design history. Topics vary.

331 [131] Art in Public Spaces (3)

A consideration of the expressive import and historical context of art in public places, with emphasis on work since World War II.

333 [133] Modern Art: 1780-1920 (3)

This course will examine the emergence of modern art in western Europe during the years of radical transformation bracketed by the French Revolution and the First World War: from Jacques-Louis David's images of Revolution and Empire and Goya's dissonant revelations of human irrationality, to the fragmentation of Cubism, irony of Dada, and subjectivity of Surrealism.

334 [134] Art of the Twentieth Century in Europe and the Americas (3)*

From World War I to the close of the Cold War, from the advent of the movies to the electronic promiscuities of the World Wide Web, the unities of the modern world have dissolved into the multiplicities of postmodernity. The ways that art has intersected with the momentous shifts in life will be considered. In the utopian dreams of Constructivism, philosophical reveries of Cubism, subversions of Dada, and introversions of Surrealism and Expressionism, and in the low-brow allusion of Pop Art, unboundedness of Performance Art, and media-mimicking interventions of the 1990s, artists have probed the meaning of human experience and action in the 20th century.

336 [136] History and Theory of Photography (3)

This course surveys the history of photography from its origins in the early 19th century to the present. Students will explore historical debates about photography's status as a fine art, as well as current issues in photographic theory.

338 City and Utopia: Introduction to History of Urbanism (3)

This course surveys the relation between social and physical space in the formation of modern cities, as well as in the formation of modern disciplines, city planning, and urban design. In Part I, we will investigate how the new social ideas resulted in the birth of architectural/urban typologies in the 18th century such as the colony, the clinic, the prison, and the panorama. In Part II, we will study how the projects of social reform and political control shaped the grand urban projects and the "master plans" of the 19th and the 20th century. This course is intended to introduce stu-

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dents to a history of ideas in modern urbanism and enhance their understanding of the city as a symbolic form.

339 [139] Museum Studies (3)

An examination of the history, structure, philosophy, and roles of museums, alternative spaces, and public art programs. The class will meet with a number of area museum professionals.

340 [140] Curatorial Practice (3)

An introduction to the practical skills, ethics, and history of museum curatorship. Students gain direct experience working with objects and exhibition planning in Founders Gallery. May be repeated for credit.

341 [141] Exhibition Design (3)

A practical course in the design and management of professional galleries, museum, and exhibition areas. Students will deal with all aspects of presentation in Founders Gallery and will make use of local museum opportunities. May be repeated for credit.

342 Contemporary Architecture (3)

This course aims at a synoptic view of architectural theory in the 1970s and 1980s in order to offer an understanding of the present predicament of architecture and the city. We will discuss the “postmodern condition” as a global socioeconomic phenomenon and how a select group of architects and thinkers responded to this condition in the recent past.

343 Memory, Monument, Museum: Studies in Historic Preservation (3)

This class introduces students to the contemporary debates and practices in art, museology, and historic preservation by focusing on the changing definitions of the monument, the souvenir, collecting, collective memory, and the museum.

345 The Avant-Garde and Mass Culture: Art and Politics (3)

This course will examine the intersections between mass culture and the artistic movements in the first decades of the 20th century which came to be known as the “historical avant-garde.” Class discussions will focus on the question of aesthetic autonomy versus the social/political engagement of art. We will investigate the way the technologies of modern communication and mass media which made art available to a larger public at the beginning of the century – photographic reproduction, cinema, and, more recently, television – have transformed the production and reception of art.

354 Art Since 1960 (3)

This course examines art of the past four decades in the United States, Europe and Asia. Moving from Pop, Conceptual, and Performance Art of the 1960s to installation, public intervention, and Internet art of the 1990s, the class will consider the ways that artistic strategies forge meaning within the frame of historical circumstance.

355 The City in Art and Film (3)

This course will examine representations of the city in 20th- and 21st-century art and film. From the science fiction presentiments of Metropolis, Alphaville, and Blade Runner, to the suburban dystopia of American Beauty, the rhapsodic romanticism of Manhattan, and the engulfing megalopolis of Salaam Bombay, the city has figured as a powerful force and subject within film. So, too, artists have tackled the city not only as subject matter but as an arena in which to act. From the frenetic manifestations of the Futurists to the pointed interventions of Krzysztof Wodiczko, Jenny Holzer, and Robert Irwin, artists have moved into the real space of the world.

356 [184] Race, Ethnicity, Art, and Film (3)

This course examines representations of race and ethnicity in art and film. Focusing on work of the 20th and 21st century in the United States, students will consider the ways that theoretical perspectives and lived experience are articulated in art and film.

382 [182] Public Art Studio Seminar (3)

This course focuses on the role of the artist, outside of the gallery/museum context. Tangential to this investigation will be discussions that engage social, political, and urban issues relevant to this expanded public context. Traditional approaches of enhancement and commemoration will be examined in light of more temporal and critical methodologies. Historical examples will be studied and discussed, including the Soviet Constructivist experiments, the Situationists, Conceptual art, and more recent interventionist strategies.

393 [193] Critical Methods in the Analysis of Visual Culture (3)

An advanced seminar exploring current art historical debates, with special emphasis on the impact of critical theories (e.g., feminism, psychoanalysis, marxism, deconstruction) on the practices of creating, looking at, and writing about works of art. Topics vary. May be repeated for credit.

394 [194] Seminar (3)

Discussion, research, and writing focus in-depth on topics which shift each semester. Recent topics have

included: *Ends of Art: Histories of the Fin de Siècle*; *Colonialism and Art History*; *Li(v)es of the Artist: Biography and Art History*; *The American Home, 1850-1950*; *Art and Film*; *Race and Ethnicity in Art*; *Image World/Written Word: Art History, Theory, and Criticism*. Prerequisites: Any two art history courses and consent of the instructor. May be repeated for credit. Art History majors are encouraged to take Art History 394 concurrent with Art History 495 during their senior year.

495 [195] Senior Thesis (1)

Each senior will conceive a research project drawing on historical, theoretical, and critical strategies. Students are encouraged to take Art History 394 concurrent with Art History 495. (Every semester)

498 [197] Museum Internship (3)

Working firsthand with curators, exhibition designers, and registrars, in education programs, and in outreach and development offices at area museums, students gather crucial practical experience in the field. Prerequisites: Art History 133, 134, and at least one upper-division art history course as well as consent of the instructor. (Every semester)

499 [199] Independent Study (1-3)

A project developed by the student in coordination with an instructor. The project should investigate in-depth a field of interest to the student not covered by established Visual Arts courses. Consent of instructor and coordinator.

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BIOLOGY

Lisa A. M. Baird, Ph.D., Chair

Hugh I. Ellis, Ph.D.

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Richard J. Gonzalez, Ph.D.

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Mary Sue Lowery, Ph.D.

Michael S. Mayer, Ph.D.

Terrence P. McGlynn, Ph.D.

Marjorie Patrick, Ph.D.

Gregory K. Pregill, Ph.D.

Marie A. Simovich, Ph.D.

Curt W. Spanis, Ph.D.

THE BIOLOGY MAJOR

The Department of Biology offers a program that allows the student to obtain a thorough preparation for graduate or professional school, to meet state requirements for a teaching credential in the life sciences, to acquire the laboratory training necessary for entry into advanced programs in biotechnology, or to supplement other major studies with a broad background in biology. A strong emphasis is placed on laboratory and field experience, not only to acquaint the student with the working methods of science, but to foster proficiency in a number of basic experimental techniques, as well. All students are encouraged to complement their formal course work with research under faculty supervision (see Undergraduate Research below). An internship experience is also offered to upper-division Biology majors so that they may participate in the application of biological knowledge to problems in the off-campus world.

The following high school preparation is strongly recommended for students planning a major in Biology at USD:

elementary algebra, plane geometry, intermediate algebra, trigonometry, chemistry, physics, and biology. Three years of study in a modern foreign language is also recommended.

Students are urged to consult departmental advisors early in their college career in order to select a program of courses most suitable to their high school background and to their future goals. The high faculty-to-student ratio allows each student to receive individualized assistance in course selection and career planning. The structure of the Biology major allows each student to focus his or her studies in one or more areas of interest. For those students preparing for careers in the health sciences, a special University committee is available to advise and assist them in their applications to professional school.

Preparation for the Major

Biology 190, 221, 221L, 225, 225L, Chemistry 151, 151L, 152, 152L, Physics 136, 137 or equivalent, introductory college calculus, and a minimum of four units of organic chemistry with laboratory.

The Major

A minimum of 28 upper-division units in biology is required. These must include Biology 300, 495, and one course with laboratory from each of Areas A, B, and C. These areas will give the student an exposure to the breadth of the field of biology from the level of the cell to that of the ecosystem. The remaining 12 units must include two additional courses with laboratory. Students may choose electives according to their interests from those courses for which the prerequisites have been satisfied. At least 16 of the upper-division units for the major must be completed at USD.

Area A

Biology 472 – Plant Physiology (4)
 Biology 376 – Animal Development (4)
 Biology 478, 478L – Vertebrate Physiology (4)
 Biology 480, 480L – Cell Physiology (4)
 Biology 482 – Molecular Biology (4)

Area B

Biology 320 – Evolution of Vertebrate Structure (4)
 Biology 325 – Developmental Plant Anatomy (4)
 Biology 344 – Plant Systematics (4)
 Biology 348 – Insect Biology (4)
 Biology 350 – Invertebrate Zoology (4)

Area C

Biology 416 – Population Biology (4)
 Biology 351 – Biological Oceanography (4)
 Biology 460 – Ecology (4)
 Biology 364 – Conservation Biology (4)

THE MINOR

Minimum requirements for the minor are Biology 190, 221, 221L, 225, 225L, 300 or equivalent, and at least 4 units of upper-division biology, for a total of at least 18 units. For the Biology minor, total credit for Biology 496, Biology 497, and Biology 498 is limited to 3 units. Courses for the minor should be selected with the aid of a Biology faculty advisor. At least 4 units of upper-division biology must be taken at USD.

The Life Science Teaching Credential

The California Life Science Teaching Credential requires a major in Biology. Students seeking this credential should consult a Biology faculty advisor.

SPECIAL PROGRAMS OF STUDY

Several model programs of study are listed below and should serve to illustrate the adaptable nature of the Biology curriculum. Specific programs of study other than those listed below can be designed with the aid of an advisor from the Biology faculty. Students interested in biotechnology, environmental biology, or medical technology should consult with their advisor regarding appropriate course selection.

Marine Biology

In addition to the general program, Biology 301, 346, 350, and 351 are recommended. A minor in Marine Science is recommended for those students interested in field applications. The University of San Diego also offers a major in Marine Science (see Marine Science section).

Pre-Medicine and Pre-Dentistry

The program for either Pre-Medicine or Pre-Dentistry is similar to the Biology major general program with certain of the options being specified or recommended.

First year

Chemistry 151, 151L, 152, 152L and at least introductory calculus

Second year

One year of organic chemistry with laboratory

Third year

Either Biology 478 or 480 or 482 is recommended in preparation for the Medical College Admissions Test (MCAT).

Fourth year

Completion of the Biology major

R E C O M M E N D E D P R O G R A M O F S T U D Y			
FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I Preceptorial (3) Biology 190 (3) Chemistry 151/151L or Mathematics (3-4) GE or Electives (3-6)	SEMESTER I Biology 221 or 225 (3) Biology 221L or 225L (1) Chemistry 151/151L or 301/301L (4) Physics or GE (3-4) GE or Electives (3-6)	SEMESTER I Biology (4-8) Physics or GE (3-4) Chemistry 301/301L or GE (3-4) GE or Electives (3-6)	SEMESTER I Biology 495 (1) or Biology (4-8) GE or Electives (3-12)
SEMESTER II Biology 221 or 225 (3) Biology 221L or 225L (1) Chemistry 152/152L or GE (3-4) Mathematics (3-4) GE or Electives (3-6)	SEMESTER II Biology 300 (3) Physics or GE (3-4) Chemistry 152/152L or GE (3-4) GE or Electives (6-9)	SEMESTER II Biology (4-8) Physics or GE (3-4) GE or Electives (3-13)	SEMESTER II Biology 495 (1) or Biology (4-8) GE or Electives (3-12)

Pre-Veterinary Medicine

In addition to the program for pre-medical/pre-dentistry students, Biology 320, 335, 342, and one semester of biochemistry are recommended.

It is the responsibility of all pre-professional students seeking recommendation to professional schools to contact the Chair of the Health Sciences Student Evaluation Committee (whose name can be obtained from the Biology department chair) no later than the fall semester of their junior year.

The pre-professional programs for pharmacy, optometry, physiotherapy, and nursing are designed around the general program. No recommended program of study is suggested because of the variability of requirements among professional schools. Students should set up their schedules to include those courses specifically recommended by the professional schools to which they plan to apply.

Undergraduate Research

Exposure to the research process can be a valuable component of the undergraduate experience. All Biology students are invited to participate in the research programs of our faculty members. Alternatively, a student may wish to design a project of his/her own with faculty supervision. Students interested in graduate school will find the research experience an instructive preview of what lies ahead, and students applying to professional schools will find it a significant asset. USD students often publish their findings or present them at scientific meetings, including the annual USD Student Research and Internship Conference.

COURSES FOR NON-MAJORS (BIOL)

Biology 101, 102, 103, 104, 105, 106, 110, 115, and 122, 123 will satisfy the General Education requirement. Biology 101, 102, 104 and 115 may be offered without a laboratory, in which case there will be three hours of lecture weekly. None of these courses will satisfy requirements for the major or minor in Biology.

101 [001] Survey of Biology (3)

A one-semester course in the general concepts of biology providing the non-major with an overview of the living world and the principles of life processes. Two hours of lecture and one laboratory weekly.

102 [002] Ecology and Environmental Biology (3)

Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics will include the ecosystem concept, population growth and regulation, and our modification of the environment. Laboratory will include field trips, one of which will be an overnight trip to the desert. Two hours of lecture and one laboratory weekly. Cross-listed as Environmental Studies 102.

103 [003] Plants and Peoples (3)

A one-semester course about humans and their knowledge, uses, and abuses of plants. The biology of plants, selected protists, and fungi are considered from a scientific viewpoint; included are ecology, anatomy, morphology, physiology, taxonomy, and biotechnology. These organisms are also considered with regard to resource utilization and agriculture: the uses and abuses of plants for fibers; foods; beverages; medicinals and other ends occupy the majority of the course. Three hours of lecture weekly.

104 [004] Topics in Human Biology (3)

This is a course in general biology with a human emphasis for non-majors. The general principles of evolution, genetics, biochemistry, and physiology are illustrated by reference to normal and abnormal human body function. Behavioral biology and ecology are also treated from a primarily human viewpoint. Two hours of lecture and one laboratory weekly.

105 Human Physiology and Neurobiology (3)

A non-majors course designed for students interested in the human body, its composition and function. The course will examine basic human physiology with special attention given to the brain and its function. Three hours of lecture weekly. Prerequisites: High school chemistry and anatomy and physiology are strongly recommended

106 [006] The Natural and Human History of the Giant Sequoia and its Environment (3)

This course on the natural and human history of the world's largest living thing and its environmental setting in the Sierra Nevada range of California includes on-campus lectures and a week's field trip to Sequoia and Kings Canyon National Parks and Sequoia National Forest. The natural history of the sequoia and human interactions with the species are considered. (Summer)

110 Life Science for Educators (3)

A one-semester course in the general concepts of biology tailored for the Liberal Studies major. The course is designed to meet the subject matter requirement in Life Science for the Multiple Subject Teaching Credential. Topics covered include an overview of the scientific method, biochemical molecules, cell structure and function, anatomy and physiology of animals and plants, genetics, evolution and ecology. Field trips and laboratory assignments will provide experience with selected biological principles and practices. Students majoring in Liberal Studies cannot take this course pass/fail. Two hours of lecture and one laboratory weekly.

115 [015] Physiology of Exercise (4)

A study of human physiology and how the body accommodates physical exercise. Training procedures, health, and importance of nutrition and ergogenic aids are emphasized. Three hours of lecture and one laboratory weekly. Prerequisites: High school biology and chemistry are strongly recommended. (Every semester)

122, 123 Introductory Anatomy and Physiology I and II (4, 4)

An introductory course in human body structure and function. Intended to meet the requirements of students preparing for allied health occupations. This course will not satisfy requirements for a major or minor in Biology. Lecture and laboratory. (Summer)

COURSES FOR BIOLOGY MAJORS (BIOL)**190 [019] Introduction to Genetics, Ecology, and Evolution (3)**

This one semester foundation course for Biology majors provides an introduction to the mechanisms of inheritance, evolution, and ecology. Three hours of lecture weekly. No prerequisite. (Every semester)

221 [021] Biology of Organisms (3)

This one semester foundation course for Biology majors provides an introduction to the major groups of organisms with an emphasis on their structure, function, and evolutionary relationships. Three hours of lecture weekly. Concurrent registration in Biology 221L is strongly recommended. (Every semester)

221L [021L] Biology of Organisms Laboratory (1)

A laboratory course to complement the lecture material presented in Biology 221. Prerequisite: Concurrent registration in Biology 221 or consent of the instructor. (Every semester)

225 [020] Introduction to Cell Processes (3)

This one semester foundation course for Biology majors provides an introduction to the concepts of structure and function in biological systems at the molecular and cellular level. The topics of cell structure and function, biological macromolecules, respiration, photosynthesis, molecular biology, and selected areas of physiology are covered with emphasis on regulatory mechanisms. Three hours of lecture weekly. Prerequisites: Concurrent registration in Biology 225L; General Chemistry. (Every semester)

225L [020L] Introduction to Cell Processes Laboratory (1)

A laboratory course to complement the lecture material presented in Biology 225. Prerequisite: Concurrent registration in Biology 225 or consent of instructor. (Every semester)

300 [100] Genetics (3)

A general course covering the mechanisms of inheritance at the molecular, organismal, and populational levels. Elementary probability and statistical methodology appropriate for the analysis of various genetic systems are introduced. Three hours of lecture weekly. Prerequisites: Biology 190, 225, and 225L; Completion of Biology 221 and 221L is strongly recommended; Completion of or concurrent registration in general chemistry. (Every semester)

300L [100L] Genetics Laboratory (1)

This laboratory course examines classical and current experimental techniques and analyses used in genetics. One laboratory weekly. Prerequisite: Completion of or concurrent registration in Biology 300. (Every semester)

All courses numbered 301 and above have Biology 190, 221, 221L, 225, 225L, and 300 as prerequisites, or consent of instructor. Other prerequisites are as specified.

301 [101] Biostatistics (3)

An introduction to data analysis and statistical testing. This course will prepare students for their upper-division courses and independent research by teaching them the basics of hypothesis testing and the most common statistical tests used in biology. It will also cover basic experimental design, teach students how to use computer software for simple tests, and introduce students to modern nonparametric tests. Three hours weekly. (Fall)

310 [110] Evolution (3)

A study of the current concepts of evolution. The nature of species, isolating mechanisms, evolutionary genetics, selective pressures, and other fundamental concepts will be considered. Three hours of lecture per week.

312 [112] Molecular Methods in Evolutionary Biology (4)

An introduction to the different types of molecular data employed in evolutionary biology and the techniques used to retrieve these data. The application of molecular data in evolutionary biological research is discussed; topics include: molecular evolution, microevolution, conservation genetics, genetic engineering, crop evolution, forensics, paleontology, and phylogenetics. Two hours of lecture and two laboratory meetings weekly. Prerequisites: Biology 300L. (Fall)

318 [118] Principles of Biogeography (3)

Why do plants and animals occur where they do? Some of the answers to that question are ecological and come from examining the relationships between organisms and their environment. Other explanations derive from studying the history of life on earth. This course concerns those patterns and processes that have shaped the distribu-

tions of organisms in time and space. By employing concepts and information from paleogeography, phylogeny, and ecology, the course will explore the approaches for recovering the biogeographic history of organisms.

320 [120] Evolution of Vertebrate Structure (4)

The evolution of vertebrates is one of the most compelling stories in comparative biology. For millions of years vertebrates have flourished in the seas and on land by employing a variety of morphological specializations for feedings, locomotion, and reproduction. Yet all vertebrates retain similarities in their design regardless of how structural components function in different lineages and environments. This course examines the shared and transformed anatomical attributes among vertebrates in the context of function and phylogenetic history. We pursue that objective by integrating lecture discussions with laboratory observations and directions. Two hours of lecture and two laboratories weekly. (Fall)

325 [125] Developmental Plant Anatomy (4)

An introduction to the structure and development of vascular plants. Emphasis will be placed on patterns of cellular differentiation within plant organs and current experimental evidence of how internal and external signals modify these patterns. In the laboratory, living organisms and prepared slides will be studied, and modern methods used to study plant morphogenesis will be introduced. Three hours of lecture and one laboratory weekly. (Spring)

330 [130] Histology (4)

An intensive study of the basic types of tissues and organs at the microscopic level. Structure and associated function are emphasized. The laboratory concentrates on the light microscopic study of tissues and offers students the opportunity to perform basic histological techniques. Three hours of lecture and one laboratory weekly. (Spring)

335 [135] Embryology (4)

A study of the fundamental concepts of development, gametogenesis, fertilization, morphogenesis, and organogenesis in vertebrate embryos. Emphasis is placed on maintaining an overall view of the developmental processes as they relate to and further progress toward adult structure and function. Specimens studied in lab include whole mounts, serially-sectioned embryos, and live embryos. Three hours of lecture and one laboratory weekly. (Spring)

342 [142] Microbiology (4)

An introduction to bacteria, viruses, yeasts, molds, protozoa and microalgae. The microbes pathogenic to man are emphasized. Principles of immunology, chemotherapy, and industrial, agricultural, and marine microbiology are presented. The laboratory stresses procedures in culturing

and handling microorganisms. Two hours of lecture and two laboratories weekly. Prerequisite: One year of general chemistry. (Fall)

344 [144] Plant Systematics (4)

An introduction to the plant communities of California. The predominant flowering plant families will be stressed in lecture. Field identification of plants will be emphasized in the laboratory sessions. Three hours of lecture and one laboratory weekly. (Spring)

346 [146] Vertebrate Natural History (4)

A course in the biology of the vertebrates. Although vertebrate structure, function, and development are studied, emphasis is upon the behavior, evolution, and interaction of the vertebrate organism as a whole or at the population level. Techniques of identification and study are covered in the laboratory and field. Three hours of lecture and one laboratory or field trip weekly. (Spring)

348 [148] Insect Biology (4)

An introduction to the biology of insects, including their identification, evolution, structure, function, physiology, ecology, behavior, and conservation. The course includes compilation of an extensive insect collection and an overnight field trip to the desert. Three hours of lecture and one laboratory weekly. (Spring)

350 [150] Invertebrate Zoology (4)

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. (Spring)

351 [151] Biological Oceanography (4)

An integrated study of marine organisms and their environments, stressing ecological, behavioral, and physiological relationships. Nearshore, deep sea, and open ocean environments will be covered. A weekend field trip may be required. Cross-listed as Marine Science 351. (Fall)

361 [161] Ecological Communities of San Diego County (2)

A general survey of the ecological communities of San Diego County will acquaint students with local marine, freshwater, chaparral, and desert habitats. The course is primarily field study, and one overnight trip to the desert will be included. Identification of organisms and their ecological relationships will be stressed. One laboratory weekly.

364 [164] Conservation Biology (4)

Lectures address conservation topics from historical, legal, theoretical, and practical perspectives. The laboratory includes discussions of classic and current literature, student

presentations, computer simulations of biological phenomena, analysis of data, and field trips to biological preserves, habitat restoration sites, and captive breeding facilities. Three hours of lecture and one laboratory weekly. (Spring)

374 [174] Neurobiology (3)

The physiological basis of behavior is examined by studying brain mechanisms including sensory processes, motor systems, awareness, memory, learning, sleep, arousal, and motivation. The role of hormones, biological clocks, and drugs as they affect human behavior is stressed. Neural maturation, neural plasticity, the aging process, and mental illness are surveyed. Three hours of lecture weekly. Prerequisite: Psychology 101 or consent of instructor. (Spring)

374L [174L] Methods in Neurobiology (1)

Human and animal behavior is examined in laboratory utilizing electronic, neuro-biochemical, physiological, histological, and behavioral techniques. Content varies. One laboratory weekly. Prerequisites: One year of general chemistry with laboratory; Biology 478 and 478L and Chemistry 331 are recommended.

376 [176] Animal Development (4)

This course explores embryonic development emphasizing mechanisms of differential gene expression and pattern formation at a cellular, molecular, and genetic level. Vertebrate and invertebrate model organisms (e.g., *Xenopus*, *Drosophila*, *Caenorhabditis*) which illustrate common developmental mechanisms will be examined in detail. In laboratory, living embryos and prepared slides will be studied, and molecular techniques will be employed to identify genes and examine gene expression. Three hours lecture and one laboratory weekly. (Fall)

416 [116] Population Biology (4)

The mechanisms of evolution and the dynamics of ecosystems are studied through the development of mathematical and computer models. The mathematics and computer programming experience required in this course beyond the level of Mathematics 130 – Survey of Calculus will be introduced as needed. Research techniques used in investigating population phenomena are emphasized. Three hours of lecture and one laboratory weekly. Prerequisites: Introductory Calculus. Biostatistics is highly recommended. (Fall)

432 [132] Electron Microscopy (4)

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. Two hours of lecture and two laboratories weekly. (Spring)

460 [160] Ecology (4)

An integrated approach to plant and animal relationships in terrestrial and aquatic ecosystems. The lecture investigates ecosystem energetics, population dynamics, community structure, and physiological adaptations. The laboratory concentrates on population and community problems in a few environments. There will be one overnight field trip to the desert. Three hours of lecture and one laboratory weekly. Prerequisite: Introductory Calculus. Biostatistics is recommended. (Spring)

466 [166] Behavioral Ecology (4)

An exploration of the patterns and processes in the evolution of adaptive behavior. Lectures emphasize the function and flexibility of behavior in vertebrates and invertebrates. Topics include the behavior of predation, competition, reproduction, sociality, navigation, and communication, including cost/benefit analyses. Experimental design and analysis are covered in laboratory and field projects, including a weekend field trip. Three hours of lecture and one laboratory weekly. (Fall)

468 [168] Marine Ecology (3)

Discussions of the ecological relationships within the sea, including such topics as production, community structure, and biogeography. Communities discussed may range from the coast to the deep sea, and will cover plankton, nekton, and benthon. Three hourly meetings per week consisting of lectures and seminars. Prerequisite: Biology 460 or concurrent enrollment. Cross-listed as Marine Science 468.

472 [172] Plant Physiology (4)

An introduction to the basic processes occurring in vascular plants. Movement of water and solutes; photosynthesis and respiration; plant growth and development, including plant hormones and growth regulators; and plant reactions to environmental stress will be studied. Three hours of lecture and one laboratory weekly. Prerequisite: One year of general chemistry with laboratory. (Fall)

477 Invertebrate Physiology (3)

The study of key physiological systems of invertebrate organisms with an emphasis on metabolism, respiration, osmoregulation, thermal relations, membrane and neural physiology. The function of these systems will be examined by comparing invertebrates from various taxonomic groups and diverse habitats. Three hours of lecture weekly. (Fall).

477L Invertebrate Physiology Laboratory (1)

Laboratory-based study of several physiological systems of invertebrate organisms. Both traditional and recently developed techniques will be employed to demonstrate the functioning and integrative nature of these systems. One laboratory weekly. Concurrent registration in Biology 477 required.

478 [178] Vertebrate Physiology (3)

A detailed comparative examination of life processes in animals. Particular focus will be upon energy utilization, gas transport, kidney function, and muscle function of organisms from diverse habitats. Three hours of lecture weekly. (Spring)

478L [178L] Vertebrate Physiology Laboratory (1)

An intensive exploration in a research setting of metabolic pathways, temperature acclimation, gas exchange, and ion regulation in a variety of animals. One laboratory weekly. Concurrent registration in Biology 478 required.

480 [180] Cell Physiology (3)

Mechanisms of cell functions are emphasized. Topics covered include: membrane structure; membrane transport; endoplasmic reticulum and Golgi functions; cell motility; energetics; mechanisms of hormone action; cellular immunology; and control of the cell cycle. Three hours of lecture weekly. Prerequisites: Organic Chemistry with laboratory, or consent of instructor. (Fall)

480L [180L] Cell Physiology Laboratory (1)

The laboratory exercises introduce the student to some of the modern methods used to study cell function. One laboratory weekly. Concurrent registration in Biology 480 is required.

482 [182] Molecular Biology (4)

A study of the structure and function of genes, emphasizing the understanding of gene regulation at many levels. The course will examine DNA structure and mechanics of replication, repair, transcription, and translation in prokaryotes and eukaryotes. Critical experiments will be studied to examine the development of current concepts in molecular biology. Other special topics may include the molecular biology of development, cancer, HIV, and whole genome analysis. Topics in laboratory include bacterial culture, transformation, DNA purification, restriction analysis, hybridization, cloning, PCR, and computer-based DNA sequence analysis. Three hours of lecture and one laboratory weekly. Prerequisites: One year of general chemistry with laboratory and at least one semester of organic chemistry with laboratory. (Spring)

484 [184] Immunology (4)

A comprehensive introduction to immunology, focusing on vertebrate immunity. Topics covered include molecular and cellular components of the immune system and their regulation, long term protection from disease, immune response to cancer, autoimmunity, hypersensitivity, immunodeficiencies, and transplants. Laboratory exercises will introduce students to immunological techniques and their applications. Three hours of lecture and one laboratory weekly. (Fall)

494 [190] Topics in Biology (1-3)

An in-depth evaluation of selected topics in the biological sciences. Issues of current or historical interest are addressed. May be repeated when topic changes. A total of 3 units may be applied to the biology major or minor.

495 [197] Senior Seminar (1)

The techniques of seminar presentation will be studied by preparing and presenting individual seminars on topics of interest. Enrollment for credit is limited to and required of all seniors. (Every semester)

496 [199] Research (1-3)

Students develop and/or assist in research projects in various fields of biology. The study involves literature searching, on and off campus research, and attendance at seminars at other leading universities and scientific institutions. Prerequisite: Consent of instructor. Total credit in Biology 496 is normally limited to 3 units. (Every semester)

497 [198] Techniques in Biology (1-3)

Training and practice in those areas of biological science of practical importance to the technician, teacher, and researcher. To include, but not be limited to: technical methodology, preparation and technique in the teaching laboratory, and routine tasks supportive to research. Prerequisite: Consent of instructor. Total credit in Biology 497 is normally limited to 3 units. (Every semester)

498 [193] Internship in Biology (1-3)

This course offers experience in the practical and experimental application of biological principles. Students will be involved in research projects conducted by agencies and institutions outside the university, such as state parks, zoos, and biological industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. A maximum of 3 upper-division units can be earned toward fulfillment of the requirements of the major. (Every semester)

CATHOLIC STUDIES

Program Coordinators

John Donnelly, Ph.D., Philosophy

Joseph McGowan, Ph.D., English

THE CATHOLIC STUDIES MINOR

In the past few years, a new development in the history of American Catholic higher education has been taking place: the formation of programs in Catholic Studies. USD has inaugurated a minor in Catholic Studies that will explore the texts, traditions, themes, and teachings of the Catholic Church from its inception to its contemporary expression. This interdisciplinary program will enable both students and faculty to study the Catholic tradition, its ethos, identity, and mission, as made tangible in history, philosophy, literature, theology, the fine arts, the social and behavioral sciences, and the natural sciences. We invite students to consider minoring in Catholic Studies as a focus for serious conversations about how Catholicism unfolds in the world in its many multicultural, multinational contexts, and how that intellectual and institutional culture has an impact upon human experience.

The Catholic Studies minor is an 18-unit program (at least 9 units of which must be fulfilled by upper-division courses) that includes the following requirements:

1. Catholic Studies 133 – Introduction to Catholic Studies;
2. Catholic Studies 394 – Topics in Contemporary Catholic Culture and Thought (a practicum in community service will be integrated into this capstone course);
3. A 3-unit course in literature;
4. A 3-unit course in philosophy;
5. A 3-unit course in Theology and Religious Studies (Theology and Religious Studies 114 – Foundations in Catholic Theology will ordinarily, unless varied, be taken by students as one of their General Education requirements in Theology and Religious Studies);
6. A 3-unit course selected from one of the following areas: history, art/music, or science/social science.

COURSES (CATH)

133 [033] Introduction to Catholic Studies (3)

This course will focus on the central periods in the history of Roman Catholicism from the early Christian period through the 20th century. An exploration of traditions, themes, teachings, and texts of selected periods in order to establish the sociocultural, political, philosophical, and theological context of the development of Catholic ethos and identity. Ordinarily, the course will be team-taught and interdisciplinary, emphasizing both the diversity and constancy of the Roman Catholic tradition and experience.

394 [177] Topics in Contemporary Catholic Culture and Thought (3)

A capstone course that will study the role of the Church in the world after the Second Vatican Council. It will ordinarily be team-taught and interdisciplinary, focusing on such possible topics and issues as ecumenism, women in the Church, social justice, ecology, liberation theology, ethnicity, the relationship between science and religion, psychology and religious experience, the arts and ritual reform, etc. A required experiential component will be determined by contract.

INTERDISCIPLINARY COURSES

Courses in this edition of the *Undergraduate Bulletin* that count toward the Catholic Studies minor are listed below. Other courses that will count toward the minor will be offered on a semester-by-semester basis. Students should select their courses in consultation with one of the program coordinators. Please see the full course description under the appropriate departmental listings.

English 224 – Studies in Literary Traditions: The Irish Tradition (3)

English 310 – Dante (3)

English 312 – Medieval Studies (3)

English 314 – Chaucer (3)

English 328 – Milton (3)

History 321-322 – Medieval History (3-3)

History 331 – Renaissance and Reformation (3)

History 346 – Topics in Medieval and Early Modern Europe (3)

History 363 – History of Brazil (3)

History 384 – History of Mexico (3)

Music 430W – History of Medieval and Renaissance Music (3)

Music 494 – Special Topics in History: History of Sacred Music (3)

Philosophy 271 – History of Medieval Philosophy (3)

Philosophy 335 – Death and Dying (3)

Philosophy 412 – Philosophy of God (3)

Philosophy 471 – Studies in Medieval Philosophy (3)

Philosophy 490 – Philosophy of Love (3)

Philosophy 494 – Contemporary Philosophical Problems (3)

Sociology 352 – Catholic Culture and U.S. Society (3)

Spanish 360 – Spanish American Literature I: Origins to 1888 (3)

Theology and Religious Studies 335 – Catholic Social Thought (3)

Theology and Religious Studies 341 – Christian Worship (3)

Theology and Religious Studies 342 – Christian Sacramental Practice (3)

Theology and Religious Studies 343 – Christian Marriage (3)

Theology and Religious Studies 353 – Early Christianity (3)

Theology and Religious Studies 354 – The Medieval Church (3)

Theology and Religious Studies 356 – Catholicism in the United States (3)

Theology and Religious Studies 358 – U.S. Latino Catholicism (3)

Theology and Religious Studies 364 – Theology of the Church (3)

Theology and Religious Studies 368 – U.S. Latino and Latin American Theologies (3)

Theology and Religious Studies 494 – Topics in Theology and Religious Studies: Liberation Theologies (3)



Tammy J. Dwyer, Ph.D., Chair

James P. Bolender, Ph.D.

David O. De Haan, Ph.D.

Thomas R. Herrinton, Ph.D.

Peter M. Iovine, Ph.D.

Jeremy S. Kua, Ph.D.

Mitchell R. Malachowski, Ph.D.

Jack D. Opdycke, Ph.D.

Leigh A. Plesniak, Ph.D.

Thomas P. Shields, Ph.D.

Deborah C. Tahmassebi, Ph.D.

THE CHEMISTRY MAJOR

Chemistry is the study of matter and energy and the changes they undergo. It has played a key role in understanding the natural universe and in the scientific and technological revolution that have been so important in shaping modern society.

The program in Chemistry provides a strong foundation in the principles and practices of modern chemistry within the framework of a liberal education. The major is designed to give students both the theoretical basis of the discipline and also extensive hands-on experimental experience to allow them to test theories in the laboratory.

The Chemistry Department also offers courses that fulfill the physical sciences portion of the general education requirements. These courses are designed to acquaint students majoring outside the natural sciences with the basic principles and methods of modern science and with the history and development of scientific thought.

The USD Chemistry Department is on the approved list of the American Chemical Society (ACS). Students have the opportunity for hands-on experience with state-of-the-art instruments that are used routinely in teaching and research. Special instrumentation includes a Varian Unity 300 MHz NMR spectrometer, three Jasco infrared spectrometers, two fluorescence spectrophotometers (PTI and Jasco), two mass spectrometers interfaced with capillary gas chromatographs (Hewlett-Packard and ThermoFinnigan), a Jasco circular dichroism spectropolarimeter, a Personal Chemistry microwave reactor system,

and two high-performance liquid chromatography work stations (Waters and Varian). In addition, the Department has 12 Silicon Graphics work stations and an Origin 200 server complete with Insight II, Spartan and Gaussian molecular modeling software.

A major in Chemistry prepares a student for a variety of different career possibilities. Professional chemists may select careers in areas such as basic or applied research, production and marketing, consulting, testing and analysis, administration, management, business enterprise, and teaching. They are employed in the chemical, pharmaceutical, petroleum, energy, engineering, and “high-technology” industries; by government laboratories and agencies working on health, energy, and environmental standard-setting; in consulting firms; and by educational institutions at all levels. Undergraduate training in chemistry provides a solid foundation for many other areas such as medicine, dentistry, veterinary medicine, pharmacy, oceanography, geochemistry, chemical engineering, forensics, environmental studies, molecular biology, and law.

Two programs of study are available, differing in their focus:

The **Chemistry major** is designed to qualify students for admission to graduate school in chemistry, positions as chemists, or secondary school teaching in chemistry.

Chemistry Major

Preparation for the Major:

Chemistry 151, 152, 151L, 152L, 220; Mathematics 150, 151, 250; Physics 270, 271.

The Major:

The 26 units of upper-division work must include Chemistry 301, 302, 301L, 302L, 311, 312, 440 and two of the following advanced laboratories: Chemistry 421W, 423W, 425W, and 427W. Electives may be chosen from other chemistry courses for which prerequisites have been met. Chemistry 496 may not be applied toward the 26-unit requirement. It is recommended that Biology 225 be taken to fulfill the Life Science General Education requirement.

Those planning for graduate work in chemistry are recommended to complete the ACS-certified degree. To obtain an ACS-certified bachelor's degree in Chemistry, Chemistry majors must complete Chemistry 423W, 425W, 331, and either 421W or 427W, and either 396 or 2 units of 496.

The **Chemistry major, Biochemistry emphasis**, is designed to prepare students for graduate work in biochemistry, molecular biology, pharmacology, pharmaceutical and clinical chemistry; positions as biochemists; admission to medical, dental, and pharmacy schools; or secondary teaching.

Chemistry Major, Biochemistry emphasis

Preparation for the Major:

Chemistry 151, 152, 151L, 152L, 220; Mathematics 150, 151; Physics 136, 137 or Physics 270, 271; Biology 225, 225L and either 190 or 221.

The Major:

The 26 units of upper-division work must include Chemistry 301, 301L, 302, 302L, 311, 312, 331, 332, and 335W. Electives may be chosen from other chemistry courses for which prerequisites have been met or Biology 312, 480 or 482. Chemistry 496 may not be applied toward the 26-unit requirement. Those planning for graduate work are recommended to take Chemistry 425W, 427W, 440 and/or Biology 300 depending on the student's area of interest. To obtain an ACS-certified bachelor's degree in Chemistry, majors with a Biochemistry emphasis must complete Chemistry 423W, 425W, 440, and either 396 or 2 units of 496 and either Biology 300, 342, or 480.

CHEMISTRY MINOR

Minimum requirements for a minor in Chemistry are: Chemistry 151, 152, 151L, 152L and 10 units of upper-division chemistry including either Chemistry 311 or 331. Students taking the minor to enhance employment possibilities in chemical technology are advised to also take Chemistry 220.

OTHER PROGRAMS

Several professional options are open to the Chemistry Major in addition to the pursuit of a career in chemistry itself. The Department offers special programs in the following areas (students interested in greater detail should consult the department chair):

1. **Pre-Medicine/Pre-Dentistry:** The liberal arts curriculum provides an excellent background for graduate education in the health professions. Students planning to apply for admission to medical or dental schools may elect to major in any of the academic disciplines within the College, but in most cases it is advantageous to major in one of the sciences. Chemistry is a particularly desirable choice because, as the molecular science, it is at the focus of current developments in medicine and biomedical technology. Students may select either Chemistry major. The specific science courses recommended for undergraduates differ for different professional schools but students electing a chemistry major should take Biology 225, 225L and 221, 221L and any additional science courses recommended by the Department's pre-medical advisor.

RECOMMENDED PROGRAM OF STUDY MAJOR IN CHEMISTRY

The following paradigm is included as a guide only, and is not to be interpreted in a rigid sense. It is designed for students intending to obtain an ACS-certified degree. Flexibility is allowed to meet individual needs. Students are urged to consult with the chemistry advisor early each year to ensure that their needs and interests will be met.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I	SEMESTER I	SEMESTER I	SEMESTER I
Chemistry 151– Preceptorial (3)	Chemistry 220 (4)	Chemistry 311 (3)	Chemistry 425 or 427 (3)
Chemistry 151L (1)	Chemistry 301 (3)	Chemistry 440 (3)	Chemistry 331 (3)
Mathematics 150* (4)	Chemistry 301L (1)	Physics 271 (4)	Chemistry 496 (1)
GE or Electives (7-8)	Mathematics 250 (4)	GE or Electives (5-6)	GE or Electives (8-9)
SEMESTER II	SEMESTER II	SEMESTER II	SEMESTER II
Chemistry 152 (3)	Chemistry 302 (3)	Chemistry 312 (3)	Chemistry 421 or 423 (3)
Chemistry 152L (1)	Chemistry 302L (1)	Chemistry 421 or 423 (3)	Chemistry Elective (3)
Mathematics 151 (4)	Physics 270 (4)	Chemistry 396 (3)	Chemistry 496 (1)
GE or Electives (7-8)	GE or Electives (7-8)	Chemistry Elective (3)	GE or Electives (8-9)
		GE or Electives (6-7)	

*Students deficient in Mathematics should take Mathematics 115 instead of Mathematics 150, followed by Mathematics 150, 151, and 250.

2. Marine Sciences: Students majoring in Marine Studies must choose a pathway involving another science. Those with a particular interest in chemical and physical oceanography or biochemical/chemical studies involving marine organisms may wish to select the chemistry pathway. Students should consult the Marine Science program to determine the requirements for the chemistry pathway.

COURSES (CHEM)

101 [001] Chemistry and Society (3)

A course designed for the non-science major that focuses on the major ideas of modern chemistry and the role that chemistry plays in a technological society. The evolution of our understanding of atomic and molecular structure and chemical reactivity will be examined as examples of the scientific method and the very human nature of the scientific endeavor. The role of modern chemistry in both the creation and the solution of societal problems will also receive considerable attention. The problems examined, which may vary in different sections, include: the energy crisis, air and water pollution, nutrition and food additives, household chemicals, pesticides and agrochemicals, and nuclear power. Three lectures weekly. (Every semester)

103 [002] DNA Science and Technology (3)

A course designed for the non-science major that covers the discovery of DNA as the genetic material, the sim-

plicity of the three-dimensional structure of DNA and the many implications to be drawn from this structure. It explores the concepts involved in recombinant DNA technology and its applications to the pharmaceutical industry, agriculture, forensics, gene therapy and AIDS research. Three lectures weekly. Chemistry 101 and 111 are not prerequisites. (Every semester)

105 [004] Physical Sciences for K-8 Teachers (3)

A laboratory/lecture/discussion class designed to lead students toward an understanding of selected topics in chemistry and physics. The course topics are selected to satisfy the Physical Science specifications of the *Science Content Standards for California Public Schools (K-12)* and is intended for Liberal Studies majors. (Every year)

111 [001E] Chemistry and Society with Laboratory (3)

A course designed for the non-science major that focuses on the major ideas of modern chemistry and the role that chemistry plays in a technological society. The lecture content is similar to that in Chemistry 101 (above); however, this course includes a laboratory that will satisfy the general education requirement for a laboratory course in the natural sciences. Two lectures and one laboratory/discussion weekly. (Every semester)

RECOMMENDED PROGRAM OF STUDY MAJOR IN CHEMISTRY WITH BIOCHEMISTRY EMPHASIS

The following paradigm is included as a guide only, and is not to be interpreted in a rigid sense. Flexibility is allowed to meet individual needs. Students are urged to consult with the chemistry advisor early each year to ensure that their needs and interests will be met.

FRESHMAN YEAR

SEMESTER I
Chemistry 151–
Preceptorial (3)
Chemistry 151L (1)
Mathematics 150* (4)
Biology 190 (3) or
Biology 221 (3)
Biology 221L (1)
GE or Elective (4-5)

SEMESTER II
Chemistry 152 (3)
Chemistry 152L (1)
Biology 225, 225L (4)
Mathematics 151 (4)
GE or Elective (3-4)

SOPHOMORE YEAR

SEMESTER I
Chemistry 220 (4)
Chemistry 301 (3)
Chemistry 301L (1)
Physics 136 (4)
GE or Elective (3-4)

SEMESTER II
Chemistry 302 (3)
Chemistry 302L (1)
Biology 300 (3)
Physics 137 (4)
GE or Electives (4-5)

JUNIOR YEAR

SEMESTER I
Chemistry 311 (3)
Chemistry 331 (3)
Chemistry or Biology
Elective (3-4)
GE or Electives (5-6)

SEMESTER II
Chemistry 312 (3)
Chemistry 332 (3)
Chemistry 335 (3)
GE or Electives (6-7)

SENIOR YEAR

SEMESTER I
Chemistry 425, 427, or
440 (3)
Chemistry or Biology
Elective (3-4)
Chemistry 496 (1)
GE or Electives (8-9)

SEMESTER II
Chemistry or Biology
Elective (3-4)
Chemistry 496 (1)
GE or Electives (9-11)

*Students deficient in Mathematics should take Mathematics 115 instead of Mathematics 150, followed by Mathematics 150 and 151.

151-152 [010A-010B] General Chemistry (3-3)

A two-semester lecture course which introduces the fundamental principles of modern chemistry. These principles, which include atomic and molecular structure, periodicity, reactivity, stoichiometry, equilibrium, kinetics, thermodynamics, bonding, acid-base chemistry, redox chemistry, and states of matter, will be used in and expanded upon in more advanced courses. Three lectures weekly. Prerequisite: Math 090 or a passing score on the Math Level 1 Placement Exam. Corequisite: Chemistry 151L, 152L (Every year)

151L-152L [011A-011B] General Chemistry Laboratory (1-1)

A laboratory course which introduces the concepts and techniques of experimental chemistry. One laboratory period weekly. Prerequisite: concurrent registration in Chemistry 151 and 152, or consent of instructor. (Every year)

152H [010BH] Honors General Chemistry (3)

An honors course which parallels Chemistry 152. The topics are covered in greater depth than in Chemistry 152, and additional material on the applications of chemistry is included. Three lectures weekly. Prerequisite: Chemistry 151, 151L, and consent of instructor. (Spring)

220 [020] Analytical Chemistry (4)

An introduction to the principles and practices of analytical chemistry with an emphasis on quantitative methods. Classical methods such as titrimetric and volumetric analyses as well as basic instrumental methods involving spectroscopy, electrochemistry, and chromatography will be performed. Some experiments will be of the project type. One lecture and two laboratory periods weekly. Prerequisites: Chemistry 151, 151L, 152, and 152L. (Every semester)

301-302 [101A-101B] Organic Chemistry (3-3)

A two-semester introduction to basic organic chemistry. The relationship of structure and bonding in organic compounds to reactivity will be emphasized. Reactions will be discussed from mechanistic and synthetic perspectives. Three lectures weekly. Prerequisites: Chemistry 151, 152. Corequisites: Chemistry 301L, 302L (Every year)

301L-302L [102A-102B] Organic Chemistry Laboratory (1-1)

This course is designed to follow the material presented in Chemistry 301, 302. Microscale experimental techniques will be emphasized. Experiments include: recrystallization, distillation, extraction, chromatography, spectroscopy, kinetics, multi-step syntheses, and structure determination. One laboratory period weekly. Prerequisites: Chemistry 151L, 152L and concurrent registration in Chemistry 301-302.

311 [114A] Physical Chemistry (3)

This course covers modern physical chemistry, including atomic and molecular structure, spectroscopy, and statistical mechanics. Three lectures weekly. Prerequisites: Chemistry 151 and 152, Mathematics 151, and Physics 136 or 270, or consent of instructor. Corequisite: Physics 137 or 271. (Fall)

312 [114B] Physical Chemistry (3)

This course focuses on the classical principles of thermodynamics and kinetics. Three lectures weekly. Prerequisite: Chemistry 311 or consent of instructor. (Spring)

331 [130] Biochemistry (3)

The structure, function, and metabolism of biomolecules. Structures and functions of amino acids, proteins, carbohydrates, lipids, nucleotides, and vitamins are covered, as well as enzyme kinetics, thermodynamics, photosynthesis, metabolism, and the regulation of metabolism. Three lectures weekly. Prerequisite: Chemistry 301, 301L, 302, 302L. (Fall)

332 [132] Biosynthesis of Macromolecules (3)

The biosynthesis of DNA, RNA, and protein are studied, with emphasis on the chemistry and regulation of genes. Recombination, mutations, synthesis of antibodies and viruses, and genetic engineering are covered. Three lectures weekly. Prerequisite: Chemistry 331 or consent of instructor. (Spring)

335W [135W] Biochemistry Laboratory (3)

An advanced laboratory course with experiments and projects which integrates classical biochemical methods with modern molecular and structural techniques. This course meets twice a week for eight hours containing lecture and laboratory components. This course fulfills the upper-division writing requirement. Prerequisite: Chemistry 220 and 331. (Spring)

345 [145] Bio-Inorganic Chemistry (3)

A survey of the roles of metallobiomolecules in organisms. The functions, structure, and modes of metal coordination of the more significant molecules are examined in detail and compared to those of model compounds. The standard physical techniques used in studying these complexes are discussed. Particular emphasis is given to the role of the metal ion(s) and how their inorganic properties affect the activity of the biological compound. Three lectures weekly. Prerequisites: Chemistry 302. (May not be offered every year)

355 [155] Environmental Chemistry (3)

A survey of the natural environment from a chemist's point of view and the evaluation of chemicals from an environmental point of view. This course is concerned

with the chemistry of air, water, soil and the biosphere in both pristine and polluted states. Pollution prevention and mitigation schemes are considered. Two one-hour lectures and one three-hour lab per week. Prerequisites: Chemistry 301/301L. (May not be offered every year)

360 [160] Physical-Organic Chemistry (3)

Applications of modern theoretical concepts to the chemical and physical properties of organic compounds. Among the topics covered are: linear free-energy relationships, acidity functions, mechanisms of nucleophilic and electrophilic substitutions, additions and eliminations, radical reactions and pericyclic reactions. Three lectures weekly. Prerequisite: Chemistry 302 and 311. (May not be offered every year)

380 [180] NMR Methods (3)

An introduction to concepts and methods in Nuclear Magnetic Resonance (NMR) spectroscopy. Theory of NMR will be developed and applied to the design of one-dimensional and two-dimensional experimental pulse sequences. The laboratory will emphasize instrumental operation, data acquisition and processing, and practical applications of NMR methods to scientific problems. Two lectures and two three-hour laboratory periods weekly. Prerequisite: Mathematics 150, Chemistry 301, 301L. (May not be offered every year)

396 [196] Methods of Chemical Research (3)

Introduction to the principles and methods of chemical research. The major activity is a research project requiring eight hours of laboratory work per week. Lab work includes general and advanced techniques with considerable hands-on use of modern instruments and consideration of laboratory safety. Information retrieval including both library work and on-line searches of chemical data bases is included. Students will produce a final written report when the project is completed. Prerequisite: Consent of instructor. (Spring)

421W [121W] Organic/Physical Experimental Chemistry (3)

An advanced laboratory course with experiments and projects that integrate principles and methods in analytical, organic, and physical chemistry, with considerable emphasis on instrumental methods. This course fulfills the upper-division writing requirement. One lecture and two laboratory sessions weekly. Prerequisites: Chemistry 220, 301, 301L, 302, 302L, and 311. (Spring, every other year)

423W [122W] Inorganic/Physical Experimental Chemistry (3)

An advanced laboratory course which integrates techniques and concepts from inorganic and physical chemistry plus, to a lesser extent, analytical chemistry. A wide variety

of classical and modern methods of experimental chemistry, including both wet chemical and instrumental methods, will be used in experiments which show the interrelationships between these three areas of chemistry. Also, instruction in the proper methods of recording and reporting chemical experiments and practice in those methods will be included. This course fulfills the upper-division writing requirement. One lecture and two laboratory sessions weekly. Prerequisites: Chemistry 220, 311, 312, and 440 (may be taken concurrently). (Spring, every other year)

425W [125W] Instrumental Analysis (3)

A survey of contemporary methods of microprocessor-controlled instrumentation with emphasis on spectroscopic, electrochemical, and separation techniques. The theory, design, and operation of each instrument covered will be discussed. Experiments utilizing IR, NMR, UV-Visible, GC/MS, HPLC, Polarograph, Cyclic Voltammeter, and other equipment will be selected. This course fulfills the upper-division writing requirement. Two lectures and two laboratory sessions weekly. Prerequisites: Chemistry 220, 302L, and 311. (Fall, every other year)

427W [126W] Biophysical Chemistry Laboratory (3)

An advanced laboratory course in which spectroscopic techniques are applied to biological problems in order to extract thermodynamic, kinetic and structural information. This information will then be correlated to function of the biomolecule. The techniques to be explored may include UV-Vis, CD, FTIR, NMR, MS, fluorescence spectroscopy and the computational methods necessary for data analysis. The fundamental principles and special considerations of their application to enzymes, proteins, DNA and other biomolecules will be presented in lecture and carried out in the laboratory. This course fulfills the upper-division writing requirement. One lecture and two laboratory sessions weekly. Prerequisites: Chemistry 220, 301, 302, 301L, 302L. Corequisites: Chemistry 311 and 331, or consent of instructor. (Fall, every other year)

440 [140] Inorganic Chemistry (3)

The principles of inorganic chemistry, such as atomic and molecular structure, bonding, acid-base theory, and crystal field theory, are examined. Utilizing these principles, the chemistry of the elements of the periodic table is discussed, including the kinetics and mechanisms of reactions. The various fields within inorganic chemistry, including solid-state, coordination, and organometallic chemistry are introduced. Three lectures weekly. Prerequisites: Chemistry 302 and 311. (Can be taken concurrently) (Fall)

491 [193] Special Topics in Biochemistry (1-4)

From time to time, courses will be given on special topics in chemistry based primarily upon the interests of

faculty. Possible topics include protein structure and function, enzyme-catalyzed reactions, nucleic acid chemistry, and membranes. May be repeated for credit when the topic changes. Prerequisite: Consent of instructor. (May not be offered every year)

494 [194] Special Topics in Chemistry (1-4)

From time to time, courses will be given on special topics in chemistry based primarily upon the interests of faculty. Possible topics include photochemistry, polymers, enzyme-catalyzed reactions, and environmental chemistry. May be repeated for credit when the topic changes. Prerequisite: Consent of instructor. (May not be offered every year)

495 [195] Seminar (1)

A study of the preparation and presentation of formal seminars in chemistry. Each student will give a seminar on a topic of interest. One hour each week. May be repeated once. (Every year)

496 [199] Undergraduate Research (1-3)

A research problem in experimental or theoretical chemistry under the supervision of an individual faculty member. Projects involve literature searching, on- and off-campus research, and oral and written reports. The course is taught on a pass/fail basis only. Prerequisite: Consent of instructor. (Every year)

COMMUNICATION STUDIES

Bethami A. Dobkin, Ph.D., Chair
 Leeva C. Chung, Ph.D.
 Gregory Ghio, M.A.
 Carole L. Huston, Ph.D.
 Kristin C. Moran, Ph.D.
 Joyce Neu, Ph.D.
 Roger C. Pace, Ph.D.
 Linda A. M. Perry, Ph.D., Emerita
 Eric C. Pierson, Ph.D.
 Tracey Quigley, Ph.D.
 David B. Sullivan, Ph.D.
 Larry A. Williamson, Ph.D.

THE COMMUNICATION STUDIES MAJOR

The Communication Studies program offers two approaches to the study of communication: Speech Communication and Media Studies. Both areas of emphasis provide students with the skills and background necessary to work in a communication-related profession or pursue advanced study in the field of communication. Students pursuing a bachelor's degree in Communication Studies will select one of the two approaches as their emphasis within the major. In the Speech Communication emphasis, instruction focuses on ethical communication behaviors in interpersonal, small group, organizational, and public communication contexts. In the Media Studies emphasis, instruction focuses on the ethics, history, theory, and criticism of mediated communication contexts.

All students in the Communication Studies major must complete 36 units of course work in the major, including 12 lower-division and 24 upper-division units as described below. In addition, all Communication Studies majors must select and complete a minor in another academic field of their choice or complete the Honors Program.

Only Communication Studies 101, 103, and 130 satisfy the General Education requirement in the social sciences.

Required Lower-Division Core (12 units)

Communication Studies 101, 103, 130, 220.

Required Upper-Division Core (15 units)

Speech Communication Emphasis

Communication Studies 300, 325, 350 or 353, 365 or 366, 370.

Media Emphasis

Communication Studies 300, 330, 336 or 376, 338, 380.

Upper-Division Electives (either emphasis)

Nine units to be selected in consultation with an advisor. No more than 6 units combined from 491, 492, and 498 may be applied toward the major.

THE MINORS

Students may pursue a minor in either area of emphasis.

Speech Communication Minor

Communication Studies 101, 103, and 12 upper-division units to be selected in consultation with an advisor.

Media Studies Minor

Communication Studies 101, 130 or 220, and 12 upper-division units to be selected in consultation with an advisor.

COURSES (COMM)

101 [001] Introduction to Human Communication (3)

An examination of the principles and contexts of human communication. Some of the principles surveyed are perception, listening, nonverbal communication, and persuasion. The primary contexts examined include interpersonal, group, organizational, and public communication. This course is a prerequisite for all upper-division

Communication Studies courses, and fulfills a General Education requirement in the social sciences.

103 [003] Public Speaking (3)

An introduction to several forms of public communication. Emphasis is placed on the development and practice of public speaking about salient political, cultural, and social issues. Students are taught an audience-sensitive approach to the invention, arrangement, and delivery of public messages. Fulfills a General Education requirement in the social sciences.

130 [030] Introduction to Media Studies (3)

An introduction to media and media theory, this course covers the origins, history, and development of mass media. Additionally, the present structure, characteristics, and challenges in the areas of radio, television, and cable are addressed. Fulfills a General Education requirement in the social sciences.

220 [020] Introduction to Media Writing (3)

A general introduction to the skills and strategies associated with print and electronic journalism. Students are exposed to methods of news gathering, reporting, writing, and editing. The elements of the news story, interviewing, and the news conference are among the topics covered.

300 [100] Human Communication Theory (3)

This course provides a comprehensive survey of the various theories that comprise the Communication Studies disci-

pline. Students are exposed to the dominant philosophical, conceptual, and critical perspectives germane to communication as a distinct academic pursuit. This class is intended as an overview of both speech communication and media studies traditions and is a recommended prerequisite to all upper-division courses in Communication Studies. Prerequisite: Communication Studies 101.

325 [125] Interpersonal Communication (3)

An examination of the dynamics of one-to-one communication. Various humanistic and social scientific perspectives are explored. Emphasis is placed on the individual as an active participant/consumer in interpersonal communication settings. Prerequisite: Communication Studies 101.

330 [130] Theories of Media (3)

This course examines the various functions or roles that media perform for individuals and society. Specific topics include: the influence that economic, political, and aesthetic forces have on media programming; the structure and functions of media organizations; and theories and studies of media effects. The development of informed, critical consumption of mass media messages is emphasized. Prerequisite: Communication Studies 130.

336 [136] Media Criticism (3)

This course explores scholarly methods of media analysis, including structuralism, narrative media analysis, genre criticism, ideological criticism, and semiotics. This course emphasizes the importance of symbolic qualities of

R E C O M M E N D E D P R O G R A M O F S T U D Y

FRESHMAN YEAR

SEMESTER I

Preceptorial (3)
Logic or English 121 (3)
Communication Studies
101 or 103 (3)
GE (6)

SEMESTER II

Communication Studies
101 or 103 (3)
Communication Studies
130 or 220 (3)
Foreign Language
GE (6)

SOPHOMORE YEAR

SEMESTER I

Communication Studies
130 or 220 (3)
Foreign Language
GE, Minor (6)
Communication Studies
300* (3)

SEMESTER II

Communication Studies
Upper-Division (3)
GE, Minor (3)
Foreign Language

JUNIOR YEAR

SEMESTER I

Communication Studies
Upper-Division (3)
Minor (3-6)
GE or Electives (3-6)

SEMESTER II

Communication Studies
Upper-Division (3-6)
Minor (3-6)
GE or Electives (3-6)

SENIOR YEAR

SEMESTER I

Communication Studies
Upper-Division (3-9)
Minor (3-6)
Upper-Division Electives

SEMESTER II

Communication Studies
Upper-Division (3-9)
Minor (3-6)
Upper-Division Electives

*Must be completed by the end of the first semester of the junior year.

Note: In order to complete the requirements for the B.A. in Communication Studies within four years, students should:

- 1) complete all the General Education requirements by the second semester of their junior year;
- 2) begin work on the foreign language requirement by the second semester of their freshman year; and,
- 3) begin work on a minor in their sophomore year.

mediated messages. Prerequisites: Communication Studies 130 and 330 are recommended.

338 [138] Media and Conflict (3)

This course examines the role media play in the progression and public perceptions of conflict. Relevant topics will include media and military intervention, portrayals of protest movements, and news and entertainment coverage of crime, rumors, domestic politics, violence, and ethnicity. Prerequisite: Communication Studies 130 and 330 are recommended.

350 [150] Theories of Small Group Communication (3)

An examination of theories and principles of group communication. Students study interactional and attitudinal variables which influence the nature of group communication. Topics include group norms and roles, leadership, motivation, coalition formation, communication networks, and persuasion. Prerequisite: Communication Studies 101.

353 [120] Organizational Communication (3)

This course examines the form and function of messages within organizations with special emphasis on business communication. The course will focus on the role of communication in developing productive work relationships, human-resource practices, and organizational cultures. Topics include past and current management practices, communication networks and technologies, interpersonal relationships in organizations, public communication, and organizational communication assessment.

365 [165] Communication Research Methods (3)

An overview of communication research methodologies. Students are exposed to the prevailing paradigms of qualitative and quantitative research. The descriptive and explanatory values of historical, statistical, and survey methodologies will be examined. Ethical principles governing the process of research will also be explored. Prerequisite: Communication Studies 101.

366 [166] Interpretative Research Methods (3)

A survey of contemporary interpretive methods in communication research. This course will help students understand bases of knowledge and value of communication not covered in Communication Studies 365. Students will be exposed to methods such as field observation, ethnography and content analysis. Prerequisite: Communication Studies 101.

370 or 370W [170 or 170W] Rhetorical Theory (3)

An examination of rhetorical thinking from its birth in Athens to the present time covering basic rhetorical principles and tenets. Students explore issues such as rhetoric as a humane discipline; the place of rhetoric in democracies; and

the worth of rhetoric as a means of inducing change. Prerequisite: Communication Studies 101.

376 [176] Rhetorical Criticism (3)

This course offers an overview of the dominant methods of rhetorical criticism. Students will analyze the rhetorical qualities of various cultural texts using pre-eminent critical approaches in the field of rhetoric, such as neo-Aristotleian, Marxist, feminist, narrative, and dramatic perspectives. Students will also assess the pragmatic and ethical dimensions of popular messages. Prerequisites: Communication Studies 101 and 300; Communication Studies 370 is recommended.

380 [180] International Media (3)

This course examines media systems, uses, and social impact around the world, with an emphasis on transnational comparisons of media development. Topics to be addressed include globalization of the media environment, media and national identity, communication for social change, and the influence of U.S. media on cultures around the world. Prerequisite: Communication Studies 130 is recommended.

403 Advanced Public Speaking (3)

This course includes training in the types of professional presentations that occur in business, politics, education, and other forms of public communication. Through instructor and peer evaluation, students will gain proficiency in such skills as manuscript, extemporaneous, and impromptu speaking and the use of conventional and electronic visual aids. Recommended as preparation for management, graduate work, and all levels of teaching. Prerequisite: Communication Studies 103.

421W [121W] Advanced Journalism (3)

This course combines instruction in contemporary theories about press performance with advanced newsroom skills. The course introduces students to newsroom management, advanced news gathering, press ethics, and the organizational norms that drive journalistic styles. Students develop advanced reporting and editing skills in completing print and electronic news assignments. Prerequisite: Communication Studies 220.

422W [122W] Family Business Communication (3)

This course examines organizational communication theory as it applies to management, conflict resolution, and effective communication in family business contexts. Unique to family businesses is the way communication functions in the processes of management succession, compensation, ownership succession, and employee motivation. Students will also examine how cultural issues affect family-owned businesses both within and outside the

United States. Students will develop and practice their written and oral skills by editing and rewriting various projects that are presented as a final portfolio of their work.

432 or 432W [132 or 132W] Film and Cultural Politics (3)

This course looks at the role of film in responding to and defining culture and politics. It focuses on mainstream, commercial, narrative film and includes an introduction to historical and ideological approaches to film criticism. Students will be encouraged to appreciate historically significant movies, learn sophisticated methods of film criticism, and assess the contributions contemporary films make to students' understanding of themselves and others. Prerequisite: Communication Studies 336 is recommended.

435 [135] Principles of Video Production (3)

This course introduces students to basic production skills while incorporating discussions of aesthetics, film theory, and ethics. Students are introduced to three phases of broadcast production: writing and planning (storyboarding, scripting), audio (actualities, sound effects, music), and visual production (composition, lighting, editing). By the end of the course students will produce a short video and/or audio presentation. Prerequisite: Communication Studies 130.

439 [152] New Media and Technology (3)

This course surveys the development of new media forms, including the Internet, digital video, and interactive multimedia programs, and explores the future of media convergence. The course introduces students to theories and concepts with which they may assess the influence of information delivery systems on traditional media forms. Students learn the basics of interface design, Web site development, and database structure with a focus on improving the communication potential of new media technology.

440 [140] Symbolic Processes (3)

A comparison and contrast of various theories and philosophies of human symbol use. Several perspectives will be examined: general semantics, linguistics, semiotics, and dramatism. Prerequisite: Communication Studies 101 is recommended.

445 or 445W [145 or 145W] Gender Communication (3)

An overview of the relevant research on gender issues. Communicator styles of women and men are discussed. Attitudes and beliefs concerning female and male cultural stereotypes as they are manifested through communication are investigated. Prerequisite: Communication Studies 101 is recommended.

455 [155] Interviewing and Negotiating: Principles and Practices (3)

An examination of methods and techniques applicable to a variety of interviews and negotiations. Students prepare, participate in, and critique employment, journalistic, and appraisal interviews. Students also learn techniques and principles of negotiating, including alternative dispute resolution, distributive bargaining, and principled negotiations. Prerequisite: Communication Studies 101.

460 [160] Persuasion and Propaganda (3)

In this course, students will examine the various forms of interpersonal, public, and mass persuasion messages that they encounter daily. Students will understand rhetorical, cognitive, and behavioral theories of persuasion, with emphasis placed on propaganda and the ethical critique of human persuasion. Prerequisite: Communication Studies 101.

462 [162] Political Communication (3)

A survey of the centrality of communication processes in substantive areas of political activity. Areas of study include political speeches, election campaigns, debates, government and media relations, advertising and propaganda, and political movements. Special emphasis is placed on the relationship between public opinion and the use of rhetorical strategies, imagery, and symbolism.

475 [175] Intercultural Communication (3)

This course allows students to explore intercultural communication theory and research within both broad and interpersonal contexts. Topics include similarities and differences in values, norms, interethnic/intergroup communication, and adaptation, and the course explores mindful ways of enhancing such encounters. Prerequisite: Communication Studies 300 is recommended.

482 or 482W [182 or 182W] Children and Media (3)

This course is an overview of the relevant research on the role of electronic media in the lives of children. Some topics include: sex role stereotypes, violence, advertising, relationships, body image, and materialism. Students will also explore the positive influence of electronic media including its use for pro-social and educational purposes. Prerequisite: Communication Studies 130 and 330 are recommended.

485W [185W] Writing for Electronic Media (3)

This course introduces students to the skills and strategies associated with writing and production in various electronic media industries. Course material surveys the industry standards media professionals bring to their work as well as academic criticism of these practices. Students will learn how to create and criticize a variety of electronic media texts, including news packages, television narratives, and advertisements. Prerequisite: Communication Studies 220 is recommended.

491 [197V] Vista Staff (1-3)

By consent of instructor.

492 [197T] USDtv Staff (1-3)

By consent of instructor.

494 [194] Special Topics in Communication Studies (3)

Selected topics in either Speech Communication or Media Studies will be examined.

495 [195] Senior Project (2-3)

A capstone course in which seniors will produce an original research or creative project. Addresses research methods, critical thinking, and the writing process. Students will present the results of their work. Recommended for students planning on graduate studies.

498 [198] Communication Studies Internship (2-3)

An experiential education course in which students participate as interns in either radio or television, public relations, advertising, or some facet of organizational communication. Open only to Communication Studies majors or minors of second semester junior status or higher. No more than three internship units may be applied toward the major or minor. Students should consult the Communication Studies intern coordinator or the internship Web page at www.sandiego.edu/commstudies/interns for details about enrollment and qualification. Prerequisite: Students must either have completed or be concurrently enrolled in Communication Studies 300; second-semester junior status or higher.

499 [199] Independent Study (1-3)

By consent of instructor.

COMPUTER SCIENCE

John H. Glick, Ph.D., Chair

Dwight R. Bean, Ph.D.

Stanley J. Gurak, Ph.D.

Diane Hoffoss, Ph.D.

Eric P. Jiang, Ph.D.

Stacy Langton, Ph.D.

Luby Liao, Ph.D.

Jack W. Pope, Ph.D.

Lukasz Pruski, Ph.D.

Beth Simon, Ph.D.

Virginia Stover, Ph.D.

THE COMPUTER SCIENCE MAJOR

Computer Science is the system of principles and theory which deals with what computers do. It studies the nature of computation. For any given problem, it asks whether the answer can be computed, and, if so, what are the most efficient and practical ways to do the computation. (Often the methods that are best for machines are quite different from those that are practical for human beings.)

Computers are machines that manipulate abstract symbols according to specified rules. Therefore, Computer Science relies heavily on abstract reasoning and mathematics. The mathematics involved is usually quite different, however, from traditional mathematics. Much of it has been developed recently in response to the development of computers.

As an academic discipline within the liberal arts tradition, Computer Science has ties with many other disciplines. The natural sciences provide the physical principles upon which computers are built. Computer Science serves the sciences, engineering, and business in providing the means to perform complex calculations and to analyze

large amounts of data. Psychology and philosophy share with Computer Science the desire to understand the nature of reason, language, and intelligence.

The most important skills needed by a prospective computer scientist are an excellent command of one's native language and the ability to think in a mathematical way.

Note: One of the modern high-level programming languages is used in the introductory programming courses, and many of the upper-division computer science courses assume a knowledge of one of these languages. Therefore, a knowledge of BASIC or FORTRAN is not a substitute for Computer Science 150 or 151.

Major Requirements

1. Lower-division preparation for the major.

Computer Science 150 – Computer Programming I (4)

Computer Science 151 – Computer Programming II (3)

Computer Science 250 – Computer Programming III (3)

Computer Science 280 – Introduction to Assembly Language (3)

Mathematics 150 – Calculus I (4)

Mathematics 151 – Calculus II (4)

Mathematics 160 – Logic for Mathematics and Computer Science (3)

Note: Mathematics 160 satisfies the General Education logic competency requirement. Students majoring in Computer Science should take this course instead of Philosophy 101 or 102.

2. Upper-division (25 units)

a. Required courses:

- Computer Science 300 – Principles of Digital Hardware (4)
- Computer Science 310 – Operating Systems (3)
- Computer Science 330 – Data Structures and Algorithms (3)
- Computer Science 360 – Principles of Programming Languages (3)
- Computer Science 370 – Automata, Computability, and Formal Languages (3)

It is highly recommended that students take Data Structures and Algorithms soon after completing Computer Science 250.

b. Nine upper-division elective units chosen from:

- Computer Science 340 – Numerical Analysis (3)
- Computer Science 345 – Database Management Systems Design (3)
- Computer Science 350 – Computer Graphics (3)
- Computer Science 355 – Digital Modeling and Simulation (3)
- Computer Science 465W – Software Engineering (3)
- Computer Science 480 – Algorithms (3)
- Computer Science 494 – Special Topics (3)
- Computer Science 499 – Independent Study (1-3)

c. It is highly recommended that Computer Science majors pursue a minor in a related field such as Mathematics, Physics, Engineering, or Business Administration.

d. It is also recommended that Computer Science majors take Mathematics 355 – Combinatorics, for additional background in mathematics.

THE MINORS

Students wishing to major in another field while also developing competency in the use of computers are encouraged to choose one of the minors described below.

The Minor in Computer Science

The Computer Science minor is intended for students who have a general interest in the workings and uses of computers. Minimum requirements for the minor in Computer Science are:

- a. Computer Science 150
- b. Computer Science 151
- c. Computer Science 250
- d. Nine additional units, at least six of which are in upper-division courses (Computer Science 300 or above), excluding Computer Science 498.

Note: Neither Computer Science 100 nor Computer Science 498 may be applied toward the requirements for the minor in Computer Science.

The Minor in Information Science

The Information Science minor is intended for students who have a special interest in the analysis, design, implementation, and use of computer-based information systems and organizations. Minimum requirements for the minor in Information Science are:

- a. Computer Science 150
- b. Computer Science 151
- c. Computer Science 250
- d. Nine additional units, at least six of which are in upper-division courses chosen from:
 1. The Computer Science offerings listed in this *Bulletin*, excluding Computer Science 100 and Computer Science 498. Computer Science 330 and 345 are highly recommended; and,
 2. ITMG 385 – Management Information Systems.

R E C O M M E N D E D P R O G R A M O F S T U D Y			
<u>FRESHMAN YEAR</u>	<u>SOPHOMORE YEAR</u>	<u>JUNIOR YEAR</u>	<u>SENIOR YEAR</u>
SEMESTER I Computer Science 150 (4) Mathematics 150 (4) GE (9)	SEMESTER I Computer Science 250 (3) Computer Science 280 (3) [Mathematics 160 (3)] GE (9)	SEMESTER I Computer Science 310 (3) GE and Electives (12-15)	SEMESTER I Upper-Division Computer Science Elective (3) GE and Electives (12-15)
SEMESTER II Computer Science 151 (3) Mathematics 151 (4) GE (9)	SEMESTER II Computer Science 300 (4) Computer Science 330 (3) GE (9)	SEMESTER II Computer Science 360 (3) Upper-Division Computer Science Elective (3) GE and Electives (9-12)	SEMESTER II Computer Science 370 (3) Upper-Division Computer Science Elective (3) GE and Electives (9-12)

LOWER-DIVISION COURSES (COMP)**100 [006] Introductory Computer Programming (3)**

An elementary introduction to computer programming and applications for non-majors and non-minors. Computer organization; problem solving; algorithms; structured programming in a simple computer language; computer applications; and current issues and trends in computer science. This course does not satisfy any of the requirements for the Computer Science major or minor and is not a substitute for Computer Science 150. (Every semester)

150 [050] Computer Programming I (4)

Algorithms and programming in a selected computer language; variables, expressions, statements; simple data types; sequence, decision, iteration; functions and procedures; input and output; sequential files; one-dimensional arrays; loop invariants; syntax analysis; and program design, documentation, and debugging. Prerequisite: Mathematics 115 or equivalent. Computer Science 100 is not a prerequisite. (Every semester)

151 [051] Computer Programming II (3)

Continuation of Computer Science 150: floating point issues; two-dimensional arrays; records; linked lists, stacks, and queues; recursion; introduction to abstract data types, object-oriented programming, and algorithm analysis; and elementary sorting and searching. Prerequisite: Computer Science 150 or equivalent. (Every semester)

160 [060] Programming Languages (3)

Introduction to a particular high-level programming language such as, Ada, C, COBOL, Lisp, or Prolog. Programming assignments appropriate to the language studied. Prerequisite: Computer Science 150 or equivalent. This course does not satisfy any of the requirements for the major in Computer Science.

250 [052] Computer Programming III (3)

Continuation of Computer Science 151: trees; abstract data types and object-oriented programming; analysis of algorithms; additional sorting and searching techniques; hashing; file merging; GUI programming; topics in programming with another high-level language. Prerequisite: Computer Science 151 or equivalent. (Every semester)

280 [080] Introduction to Assembly Language (3)

Machine structure; machine language; assembly language instructions and addressing modes; data representations; sub-routines; macros; traps and interrupts; and input and output. Prerequisite: Computer Science 151. (Every fall)

UPPER-DIVISION COURSES (COMP)**300 [100] Principles of Digital Hardware (4)**

Combinational and sequential logic, registers, arithmetic units. Introduction to computer architecture. Three lectures and one laboratory per week. Prerequisites: Computer Science 151 and Mathematics 160 or consent of instructor. (Every spring)

310 [110] Operating Systems (3)

Principles of computer operating systems; process management; memory management; file systems; protection; deadlock. Concurrent programming. Prerequisites: Computer Science 250, 280, and 300, or equivalent courses. (Every fall)

330 [130] Data Structures and Algorithms (3)

Data structures and their application in programming; balanced trees, priority queues, sets, graphs, abstract data types, and object-oriented programming. Prerequisites: Computer Science 250 and Mathematics 160, or equivalent courses. (Every semester)

340 [131] Numerical Analysis (3)

Approximate computations and round-off errors; Taylor expansions; numerical solution of equations and systems of equations; systems of linear equations; numerical integration; numerical solution of differential equations; interpolation; and problem solving on the computer. Prerequisites: Mathematics 151 and Computer Science 150. Cross-listed as Mathematics 340. (Every spring)

345 [145] Database Management Systems Design (3)

Introduction to database concepts; data models; query facilities; and file organization and security. Prerequisite: Computer Science 330.

350 [150] Computer Graphics (3)

The development of high-level, device-independent graphics routines; basic line drawing algorithms, text design, and other graphics primitives; 2-D representations of coordinate systems, image segmentation, and windowing. Prerequisites: Computer Science 330 and Mathematics 150.

355 [155] Digital Modeling and Simulation (3)

Mathematical modeling; probabilistic and deterministic simulations; pseudo-random number generators; event generators; queuing theory; game theory; and continuous models involving ordinary and partial differential equations. Prerequisites: Computer Science 250 and Mathematics 151.

360 [160] Principles of Programming Languages (3)

The organization of programming languages with emphasis on language semantics; language definition, data types, and control structures of various languages. Prerequisite: Computer Science 250; Computer Science 280 is recommended. (Every spring)

370 [170] Automata, Computability, and Formal Languages (3)

Finite state machines; formal grammars; computability and Turing machines. Prerequisites: Computer Science 330, or upper-division mathematics course. (Every spring)

465W [165W] Software Engineering (3)

Theoretical and practical aspects of software development; project planning; requirements and specification; general and detailed design; implementation; validation and verification; formal documentation. Students will participate in a team software project. Prerequisite: Computer Science 330.

480 [180] Algorithms (3)

Advanced theory of algorithms. Topics may include: algorithm analysis; algorithm design techniques; and computational complexity. Prerequisites: Computer Science 330 and Mathematics 151.

494 [194] Special Topics (3)

Topics of special interest chosen by the instructor. Prerequisites: Computer Science 250 and consent of the

instructor. Computer Science 494 may be repeated for credit with a different topic.

498 [198] Internship (1-3)

Practical experience in the application of the principles of computer science. Students will be involved in a software or hardware project. Enrollment is arranged on an individual basis according to the student's interest and background and the availability of positions. A written report is required. Units may not normally be applied toward the major or minor in computer science. Computer Science 498 may be repeated for a total of 3 units.

499 [199] Independent Study (1-3)

Individual study including library or laboratory research or program writing. A written report is required. Prerequisites: Computer Science 151 and consent of instructor. Computer Science 499 may be repeated for a total of 3 units.



Fred Miller Robinson, Ph.D., Chair
 Eren Branch, Ph.D.
 Cynthia Caywood, Ph.D.
 Dennis M. Clausen, Ph.D.
 Octavia Davis, Ph.D.
 Carlton D. Floyd, Ph.D.
 Sister Mary Hotz, R.S.C.J., Ph.D.
 Joseph Jonghyun Jeon, Ph.D.
 Peter Kanelos, Ph.D.
 Joseph McGowan, Ph.D.
 W. Douglas Payne, Ph.D.
 Gail Perez, Ph.D.
 Mary A. Quinn, Ph.D.
 Abraham Stoll, Ph.D.
 Barton Thurber, Ph.D.
 Sister Elizabeth Walsh, R.S.C.J., Ph.D.
 Irene Williams, Ph.D.

THE ENGLISH MAJOR

The English major serves students who want to read with understanding, write with clarity, and comprehend the relations between reading and writing. The lower-division requirements of the major are meant to develop students' skills in reading and writing – specifically: 1) to train them to analyze, understand, and more fully enjoy structure and meaning in poetry, usually the most challenging genre for students; 2) to further their study of literary genres – whether drama, narrative, biography, tragedy, comedy, etc. – so that they may understand the power and

significance of literary conventions; 3) to introduce them to a literary tradition, in form or content, as it develops over a period of time or in a particular cultural context; and, 4) to provide them with some background in American and world literatures.

The upper-division requirements of the major aim to develop critical skills in reading and writing in the context of a breadth of significant literary works. Through upper-division electives, English majors may wish to pursue interest generated by survey courses (for example, English 300 and 301), to explore new literatures, to deepen their critical thinking through literary theory with graduate study in English in mind, or to prepare for a career in teaching.

As the ability to read intelligently and write precisely becomes more and more essential in every field, the English major will continue to increase in significance and serve as a preparation for a wide range of careers and/or further study.

Major Requirements

The English major must satisfy the General Education requirements as set forth in this *Bulletin* and complete the following courses:

Lower-Division

(12 units)

English 222, and three of the following: 223, 224, 225, 228.

Upper-Division

(27 units)

English 300

English 301

English 308W

English 320

English 352, 355, or 356

12 units of upper-division elective English courses

THE MINOR

Minor Requirements

English 222 and two of the following: 223, 224, 225, 228

English 300 or 301, and two more upper-division courses.

COURSES (ENGL)

100 [001] Introduction to College Writing (3)

A writing workshop to prepare students to take English 121. Instruction in the fundamentals of various modes of written expression, including sentence work, understanding the importance of audience, editing, and revision. Readings selected from non-fictional prose works. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. (Every semester)

121 [021] Composition and Literature (3)

Fulfills the General Education requirement in lower-division Written Literacy. Practice in developing skills of close observation, investigation, critical analysis, and informed judgment in response to literary texts. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. (Every semester)

121 [021E] Composition and Literature for Educators (3)

Fulfills the General Education requirement in lower-division Written Literacy. Practice in developing skills of close observation, investigation, critical analysis, and informed judgment in response to literary texts. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. (Every semester)

136 [036] Introduction to Creative Writing (3)

A workshop on imaginative writing, with examples drawn from literature. Does *not* fulfill the General Education requirements for Written Literacy or Literature.

222 [022] Poetry (3)

An introduction to the study of poetry written in, or translated into, English. (Every semester)

223 [023] Studies in Genre (3)

Readings in a type of literature, ranging through periods and nationalities, in order to discover its nature. May include drama, narrative, epic, tragedy, comedy, biography, and others. (Every semester)

224 [024] Studies in Literary Traditions (3)

Readings in a particular body of literature – which may be defined formally, topically, ethnically, or otherwise – as it develops over a period of time. (Every semester)

225 [025] Studies in American Literature (3)

Readings in some period or aspect of the literature of the United States. (Every semester)

228 [028] Studies in World Literature (3)

Readings in some period or aspect of literature outside England and the United States. Works not originally in English will be read in translation. (Every semester)

231 [031] Children's Literature (3)

Literary and popular texts produced for children. Emphasis on analysis – how children's texts construct gender, sex, race, class, family structure, power relations, and violence, for example. Includes phonemic awareness, word analysis, and field experience. Reserved for Liberal Studies and English single subject majors.

298 [097] Internship (1)

Selected internships for practical work in the community with a strong emphasis on writing as a means of reflection and analysis of the experience. (Every semester)

300 [100] British Literature to 1800 (3)

A survey of representative texts from the earliest literature in English to 1800. Consideration will be given to the cultural and historical contexts in which the works were written. (Every semester)

301 [101] Literature in English from 1800 (3)

A survey of literature in English from the Romantics to the present, which may include American, Caribbean, African, and Indian works. (Every semester)

RECOMMENDED PROGRAM OF STUDY

Fulfill the lower-division requirements in the freshman and sophomore years. Take English 308W as an entry course into the major (see * on page 102). Take English 300 and 301 early in the major, preferably before more specialized courses.

Students should consult the list provided by the English Department each semester at the class reservation period for more details concerning the focus and materials of particular course offerings.

304W [175W] Advanced Composition (3)

A workshop course in the writing of expository, descriptive, and critical prose. Designed for students of all majors, but fulfills an upper-division elective for English majors. (Every semester)

306W [176W] Advanced Composition for Educators (3)

A workshop course in the writing of expository, descriptive, and critical prose. Designed for students of all majors, but fulfills an upper-division elective for English majors. (Every semester)

308W [130W] Practical Criticism (3)*

For English majors only. Development of skills in the writing of critical essays through the study of critical problems. Coordinated readings in literature, criticism, and theory. (Every semester)

310 [102] Dante (3)

Dante's *Divine Comedy*, *Vita Nuova*, and selected other works in their literary and historical contexts. Texts will be read in English translation.

312 [105] Medieval Studies (3)

Studies in selected texts from the European Middle Ages.

314 [109] Chaucer (3)

Studies in selected works of Geoffrey Chaucer. Students will be expected to master the fundamentals of Chaucer's language.

316 [190] History of the English Language (3)

The history of the English language from its origins in the movement of Germanic tribes into Britain c. 449 until the present. The evolution of the sounds, grammar, syntax, and vocabulary of English will be analyzed through time. Particular attention will be given to dialectology, etymology, and the linguistic analysis of literary texts.

318 [190E] Development of the English Language (3)

Studies in the phonology, morphology, and syntax of the English language; the history of vocabulary and forms; and current theories concerning English grammar. Required of teacher credential candidates. (Every semester)

320 [116] Introduction to Shakespeare (3)

Studies in the plays and poems of William Shakespeare, including the major genres (tragedies, comedies, histories, and romances). (Every semester)

324 [118] Renaissance Drama (3)

Studies in the drama of the 16th and 17th centuries, focusing on such contemporaries of Shakespeare as Marlowe, Jonson, Webster, and others.

326 [119] Renaissance Studies (3)

Studies in the literary and cultural history of the 16th and 17th centuries, focusing on poetry and prose. May include Sidney, Spenser, Donne, Jonson, Herbert, Marvell, and others.

328 [120] Milton (3)

Studies in the poetry and prose of John Milton, with emphasis on *Paradise Lost*.

332 [123] Eighteenth Century Studies (3)

Studies in the prose and poetry of men and women writing between 1660 and 1800. Readings are grounded in the social, intellectual, and cultural history of the period.

334 [126] Restoration and Eighteenth Century Drama (3)

Studies in the drama from 1660 to 1800. The plays are read in the context of the social, intellectual, and theatrical history of the period.

336 [128] Early Fiction (3)

Studies in selected fiction from 1600 to 1820, as well as in the cultural and critical contexts which influenced the rise of the novel as a literary genre.

342 [142] Romanticism (3)

Studies in the poetry and prose of first- and second-generation English Romantic writers. May include Wordsworth, Coleridge, Byron, the Shelleys, and Keats, as well as Continental and American Romantic works.

344 [144] Victorian Studies (3)

Poetry and prose of the Victorian period. May include Carlyle, Tennyson, the Brownings, the Pre-Raphaelites, Arnold, Wilde, Ruskin, Newman, Mill, and letters, journals, and diaries of the period.

348 [148] Nineteenth Century Novel (3)

Readings in Austen, Dickens, the Brontës, George Eliot, Hardy, Conrad, and others. May also include letters, essays, and verse of the period.

352 [152] American Poetry to 1914 (3)

Studies in the poetry of Taylor, Emerson, Whitman, Dickinson, and other poets.

*English majors are required to take this particular W course in fulfillment of their General Education upper-division Written Literacy requirement. Any other advanced composition course will fulfill the GE but not the English major requirement. English 308W is an entry-level course, ideally to be taken in the second semester of the sophomore or first semester of the junior year. Credential candidates are required to take English 316. It is recommended that students preparing for graduate work in English take English 380 and 495.

355 [155] Early American Nonfiction (3)

Essays, autobiographies, journals, manifestos, travel writings, reviews. May include works by Edwards, Franklin, Poe, Fuller, Douglass, Emerson, Peabody, Thoreau, Whitman, and others.

356 [156] American Fiction to 1914 (3)

Studies in the fiction of Cooper, Hawthorne, Poe, Melville, Twain, James, Wharton, Dreiser, and others.

357 [157] Modern American Nonfiction (3)

Essays, autobiographies, and miscellaneous prose since 1850. May include works by James, Adams, Gilman, DuBois, Stein, Wright, W.C. Williams, Baldwin, Rich, and others.

358 [158] American Ethnic Literature (3)

Studies in African American, Asian American/Pacific Islander, Chicano/Latino, and Native American literatures. May be taught from a comparatist perspective and include other U.S. ethnic groups. Historical, political, and cultural material may be provided as context.

359 [168] Modern American Fiction (3)

Major works in relation to issues in twentieth-century American literature and culture. May include novels or short stories by Wharton, Hemingway, Faulkner, Fitzgerald, Porter, and more contemporary authors.

360 [160] Modern Poetry (3)

A selection of poets from the early modernists (Yeats, Eliot, Stevens, Hughes, and others) to the present.

362 [166] Modern Drama (3)

Playwrights may include Ibsen, Chekhov, Shaw, Brecht, O'Neill, Churchill, Mamet, August Wilson, and others.

364 [164] Postcolonial Studies (3)

Studies in the literature that has arisen from European empires around the globe and the struggles of colonized peoples. Emphasis on the British Empire and the new nations of South Asia, Africa, and the Caribbean. May include historical contexts and non-literary works.

366 [163] Modern European Literature (3)

Readings will include works in translation by Dostoevsky, Kafka, Colette, Mann, Tsvetayeva, Camus, Levi, Duras, Handke, and others.

368 [169] British Modern Fiction (3)

Major works in relation to issues in twentieth-century British literature and culture. May include novels or short stories by Conrad, Lawrence, Joyce, Forster, Woolf, Lessing, and others.

370 [185] Contemporary Fiction (3)

Studies in selected works of recent fiction from around the world.

372 [180] Film Studies (3)

Restricted to English majors who have already taken English 308W. Aspects of film as narrative. May include film genres, film periods, literature into film, intensive study of one filmmaker, film theory.

374 [184] Gender and Literature (3)

Studies in the social and cultural construction of gender in literature and literary theory, as well as the impact of gender on the formation of literary canons.

376 [176] Creative Writing (3)

Workshop discussion and analysis of student poetry, fiction, or drama.

378 [194] The Teaching of Writing (3)

Workshop in the teaching of expository prose. Prerequisite: fulfillment of General Education requirement in upper-division Written Literacy (any "W" course).

380 [167] Literary Theory (3)

Investigation of the values and assumptions that inform literature and literary criticism through readings in important theorists. Recommended for students planning on graduate work.

420 [117] Advanced Shakespeare (3)

Further study of some aspect of Shakespeare's work: particular plays, genres, themes, etc. Topic varies. Prerequisite: English 320 or consent of instructor. (Spring)

493 [196] Writing Center Tutors (1-3)

Theory and practice for Writing Center tutors. Consent of Writing Center director required. (Every semester)

494 [195] Special Topics (3)

Courses that treat a special topic or genre or author(s). See departmental list of course offerings each semester.

495 [198] Senior Project (3)

A capstone course designed to help seniors produce an original research project. Addresses research methods, critical thinking, and the writing process. Students will share their findings. Recommended for students planning on graduate work.

498 [197] Internship (1-3)

Practical experience in the workplace or community that involves writing, reading, and/or teaching. Students must arrange their own internship opportunities with the consent of a faculty advisor and the department chair.

499 [199] Independent Study (1-3)

Arranged with the consent of a faculty advisor and the department chair. Restricted to upper-division English majors or students who have completed at least one upper-division literature course.

ENVIRONMENTAL STUDIES

Anne A. Sturz, Ph.D., Chair
 Elizabeth D. Baker Treloar, M.S.
 Michel A. Boudrias, Ph.D.
 Hugh I. Ellis, Ph.D.
 Sarah C. Gray, Ph.D.
 Ronald S. Kaufmann, Ph.D.
 Zhi-Yong Yin, Ph.D.

THE ENVIRONMENTAL STUDIES MAJOR

The Environmental Studies major, offered by the Department of Marine and Environmental Studies, represents an interdisciplinary approach to the environment from both a natural science and a social science perspective. This major is intended to provide a scientific understanding of the environment for students going on to work in the areas of policy and management of natural resources. Students majoring in Environmental Studies will be prepared to go on to graduate studies in environmental policy or management, to the social sciences, to law school, to environmental studies resources management, or to a position in business. Students intending to work in Environmental Science should major in a natural science (Biology, Chemistry, Marine Science, or Physics) and elect the Environmental Science minor.

The Environmental Studies major offers a curriculum which includes a core of upper-division science and social science courses. To develop sufficient depth in the particular social science, a minor is required to be chosen from the list below. Students with policy interests should consider the Political Science or International Relations minor. Students with management interests should consider Economics. The choice of minor must be in consultation with an Environmental Studies advisor. An advisor for the minor will be assigned by the Chair of the Department.

Preparation for the Major

Lower-Division

Lower-division courses required of Environmental Studies majors include:

Marine Science 120 – Introduction to Physical Oceanography (4)

Environmental Studies 109 – Introduction to Physical Geography (4)

Environmental Studies 121 – Life in the Ocean (4)

Either

Environmental Studies 102 (= Biology 102) – Ecology and Environmental Biology (3)

or

Biology 190 – Introduction to Genetics, Ecology, and Evolution (3) and

Environmental Studies 210 – Introduction to Earth Science (4)

Environmental Studies 230 – Environmental Issues (3)

Either

Chemistry 111 – Chemistry and Society with laboratory (3)

or

Chemistry 151/151L – General Chemistry with laboratory (3-4)

Economics 101 – Principles of Microeconomics (3)

Environmental Studies 215 – Introduction to Maps and Spatial Data Analysis (1)

Either

Economics 216 – Quantitative Business Analysis for Economics Minors (3) (Note: Economics 216 has a prerequisite of Mathematics 130 or 150)

or

Political Science 250 – Research Methods for Political Science or International Relations Minors (3)

Total Preparation Units: 33-35

Major Requirements

Upper-Division

Upper-division requirements of the Environmental Studies major include:

Environmental Studies 305 – Environmental Assessment Practices (3)

Environmental Studies 315 – Geographic Information Systems (3)

Environmental Studies 331W – Coastal Environmental Science (4)

Marine Science 427 – Marine Environment (3)

Either:

Environmental Studies 485 – Environmental Geology (4)

or

Environmental Studies 487 – Surface Water Hydrology (4)

Choose one course (3 units) from this list:

Environmental Studies 308 (=Economics 308) –

Environmental and Natural Resource Economics (3)

History 370 – American Environmental History (3)

Philosophy 338 – Environmental Ethics (3)

Political Science 329 – Law of the Sea (3)

Political Science 349 – Politics and the Environment (3) and

Choose one or two courses (3 units) from this list:

Environmental Studies 355 – Environmental Chemistry (3) (=Chemistry 355)

Environmental Studies 420 – Introduction to Remote Sensing (3)

Environmental Studies 471 – Near Shore Processes (3)
 Biology 361 – Ecological Communities of San Diego
 County (2)
 Biology 364 – Conservation Biology (4)
 Marine Science 474 – History of the Oceans and Climate (3)
 Marine Science/Environmental Studies elective (1-3)

Note: Some electives may have prerequisites.

Capstone Experience (3 units)
 Enroll in at least two units of practical experience in
 Environmental Studies 496, 498, 499, or an equivalent
 course. (2)
 Environmental Studies 495 – Senior Seminar (1)

Note: The practical experience that will provide the basis
 for the Senior Seminar must be consistent with the stu-
 dent's major and minor, and must be approved by the
 Internship Coordinator before the work is undertaken.

Accompanying Required Minor chosen from one of the
 following:

Political Science
 Political Science 100 – Introduction to Political Science (3)
 Political Science 125 – American Politics (3)
 Political Science 301 – Political Thought: Ancient to
 Modern (3)
 Either
 Political Science 329 – Law of the Sea (3)
 or
 Political Science 349 – Politics and the Environment (3)
 Political Science 380 – International Political Economy (3)
 Political Science Elective (3)

International Relations
 Political Science 125 – American Politics (3)
 Political Science 175 – International Politics (3)
 Political Science 327 – International Law (3)
 Political Science 380 – International Political Economy (3)
 Either
 Political Science 329 – Law of the Sea (3)
 or
 Political Science 349 – Politics and the Environment (3)
 Either

R E C O M M E N D E D P R O G R A M O F S T U D Y			
FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I Environmental Studies 109 (4) or Environmental Studies 121 (4) Economics 101 (3) GE (3-6)	SEMESTER I Environmental Studies 210 (4) Environmental Studies 230 (3) Chemistry 111 or 151/151L (3-4) Minor (3) GE (3)	SEMESTER I Environmental Studies 215 (2) Environmental Studies 305 (3) Environmental Studies 331W (4) Minor (3) GE (3)	SEMESTER I Marine Science 427 (3) Environmental Studies Elective from list (3) Minor (3) GE or Electives (3-9)
SEMESTER II Environmental Studies 102 (3) or Biology 190 (3) Environmental Studies 109 (4) or Environmental Studies 121 (4) GE (6-9)	SEMESTER II Marine Science 120 (4) Economics 216 or Political Science 250 (3) Minor (3) GE (6)	SEMESTER II Environmental Studies 315 (3) Environmental Studies 485 (4) or Environmental Studies 487 (4) Environmental Studies 496 (2) or 498 (2) or 499 (2) Minor (3) Environmental Studies Elective from list (3) GE (3)	SEMESTER II Environmental Studies 495 (1) Minor (3) GE or Electives (9-12)
Note: This paradigm is only a suggestion; course availability and schedule conflicts may require modification. Always consult your advisor, including your minor advisor, before registering for courses.			

Political Science 350 – Comparative Politics (3)
or
Political Science 370 – Theories of International Relations (3)

Economics

Economics 101 – Principles of Microeconomics (3)
Economics 102 – Principles of Macroeconomics (3)
Economics 201 – Intermediate Microeconomics (3)
Economics 202 – Intermediate Macroeconomics (3)
Economics 308 – Environmental and Natural Resource Economics (3)

Economics Elective (3): Students must choose from Economics 333, 335, 337, 370 (Note: Economics 370 has Mathematics prerequisites).

A maximum of three units of Environmental Studies 496 and 498 may be used in any combination to satisfy the course requirements of the major.

THE ENVIRONMENTAL STUDIES MINOR

The Environmental Studies minor is intended to accompany majors in the liberal arts, business, or education. This minor is intended to provide particular skills that will help a student outside the natural sciences work in fields related to environmental policy or management. This minor requires consultation with the Environmental Studies advisor prior to registering for Environmental Studies 30. A minimum of 18 units outside the student's major is required. Students intending to work in Environmental Science should consider combining a major in a natural science with the Environmental Science minor. Certain courses offered through field programs (like the School for Field Studies) may satisfy some requirements of the minor.

Required Courses

Lower-Division

Lower-division courses required of Environmental Studies Minor include:

Either

Environmental Studies 102 (=Biology 102) – Ecology and Environmental Biology (3)

or

Environmental Studies 121 – Life in the Ocean (4)

Environmental Studies 109 – Introduction to Physical Geography (4)

Environmental Studies 210 – Introduction to Earth Science (4)

Environmental Studies 230 – Environmental Issues (3)

(Prerequisites for Environmental Studies 230:

Environmental Studies 109 or 210 and Environmental Studies 102 (= Biology 102) or Biology 190)

Upper-Division Core Courses

Environmental Studies 305 – Environmental Assessment Practices (3)

Six units electives from the following

Environmental Studies 215 and 315 – Geographic Information Systems (4)

Environmental Studies 420 – Remote Sensing (3)

Environmental Studies 485 – Environmental Geology (4)

Environmental Studies 487 – Surface Water Hydrology (4)

Philosophy 338 – Environmental Ethics (3)

Political Science 349 – Politics and the Environment (3)

Economics 308 – Environmental and Natural Resource Economics (3)

History 370 – American Environmental History (3)

Note: Some electives have prerequisites.

A maximum of three units of Environmental Studies 496 and 498 may be used in any combination to satisfy the course requirements of the minor.

THE ENVIRONMENTAL SCIENCE MINOR

The Environmental Science minor is available only to students majoring in a natural science: Biology, Chemistry, Marine Science, or Physics. It is presumed that all students taking this minor have one semester of Calculus, two semesters each of Biology (190 and 221/221L), Chemistry (151/151L, 152/152L), and Physics (136/137 or 270/271). Consequently, these courses do not appear below in the preparation for the minor. This minor is intended to provide particular skills that will help a student in the sciences work in an environmental field. Students will be expected to take at least one upper-division course cross-listed between their major and either Marine Science or Environmental Studies; this course will be counted as part of the student's major. Marine Science students must select a course cross-listed in Environmental Studies only, except with consent of the Director. Certain courses offered through field programs (like the School for Field Studies) may satisfy some requirements of the minor.

Required Courses

Lower-Division

Lower-division courses required of the Environmental Science minor include:

Environmental Studies 210 – Introduction to Earth Science (4)

Environmental Studies 215 – Introduction to Maps and Spatial Data Analysis (2)

Environmental Studies 230 – Environmental Issues (3)

(Prerequisites for Environmental Studies 230:

Environmental Studies 109 or 210 and Environmental Studies 102 (=Biology 102) or Biology 190)

Upper-Division Core Courses

Environmental Studies 305 – Environmental Assessment Practices (3)

Environmental Studies 315 – Geographic Information Systems (3)

Four units of electives from the following:

Environmental Studies 420 – Introduction to Remote Sensing (3)

Environmental Studies 485 – Environmental Geology (4)

Environmental Studies 487 – Surface Water Hydrology (4)

Environmental Studies 308 (=Economics 308) –

Environmental and Natural Resource Economics (3)

Marine Science 427 – Marine Environment (3)

Marine Science 474 – History of the Oceans and Climate (3)

History 370 – American Environmental History (3)

Political Science 349 – Politics and the Environment (3)

Note: Some electives have prerequisites.

A maximum of three units of Environmental Studies 496 and 498 may be used in any combination to satisfy the course requirements of the minor.

Cross-listed Courses

Biology 364 – Conservation Biology (3)

Biology 361 – Ecological Communities of San Diego County (2)

Chemistry 355 – Environmental Chemistry (4)

Marine Science 468 (=Biology 468) – Marine Ecology (3)

Marine Science 471 – Near Shore Processes (4)

Marine Science 478 – Boundary Layer Flow (3)

Physics 477 (=Marine Science 477) – Introduction to Fluids (3-4)

Physics 479/479L (=Marine Science 479/479L) – Atmospheric Science (4)

COURSES (ENVI)

102 [002] Ecology and Environmental Biology (3)

Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics include the ecosystem concept, population growth and regulation, and our modification of the environment. Laboratories will include field trips, one of which will be an overnight trip to the desert. This course satisfies the General Education requirement for a Life Science and a laboratory. Two lectures and one laboratory per week. Cross-listed as Biology 102. (Every semester)

104 [004] Natural Disasters (3)

This course will give the students an introduction to the earth and the dynamic natural processes that impact humanity and life in general. Man and nature are becoming increasingly intertwined as the human race continues to

proliferate. This course will emphasize the fundamental scientific principles and processes related to natural disasters such as earthquakes, volcanic eruptions, landslides, severe weather, hurricanes, meteorite impacts, and climate change. Historic catastrophes will be emphasized. This course satisfies the general education requirement for a Physical Science course without a laboratory.

109 [009] Introduction to Physical Geography (4)

An introductory course to give students a comprehensive overview of the Earth and its component systems. The emphasis of this course is the interactions among the atmosphere, lithosphere, hydrosphere, and biosphere. Various global environmental issues also will be examined, from the perspective of physical geography. Three lectures and one laboratory per week and some field experience, which may include an overnight trip. This course satisfies the General Education requirement for a Physical Science course with a laboratory.

121 [021] Life in the Ocean (4)

An Introduction to the organisms in the ocean, including their phylogenetic and ecological interrelationships. Biological principles and processes that are basic to all forms of life in the ocean will be stressed. This course will satisfy the General Education requirement for a life science and for a laboratory course. This course will not satisfy the requirements of the Marine Science major. However, because this course is required for the Environmental Studies major, preference in enrollment will be given to Environmental Studies majors. Three lectures and one laboratory per week. (Every semester)

210 [010] Introduction to Earth Science (4)

Lecture and field investigations of geologic processes and geologic history. Laboratories include field work; an overnight trip may be required. This course satisfies the General Education requirement for a Physical Science with a laboratory. Prerequisite: Prior completion of or concurrent enrollment in Biology 221/221L or Environmental Studies 121. Three lectures and one laboratory per week. (Every semester)

215 [015] Introduction to Maps and Spatial Data Analysis (2)

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 ArcView software. One lecture, one laboratory per week. Prerequisite: Mathematics 115. (Fall)

230 [030] Environmental Issues (3)

This course is a consideration of environmental problems that confront our society today. By looking at controversial environmental issues, students will be encouraged to distinguish political interests and emotional hyperbole from scientific facts; furthermore, students will be presented examples of scientific facts that support different interpretations of an issue. Both environmental resolutions and their social implications will be considered. This course is meant to be the gateway to the Environmental Studies minor; students are encouraged to take it before taking other courses in the program. This course does NOT satisfy any General Education requirement. Three hours of lecture. Prerequisites: Environmental Studies 109 or 210 and Biology 102 (=Environmental Studies 102) or Biology 190. (Fall)

305 [105] Environmental Assessment Practices (3)

An interdisciplinary approach to environmental decision-making. An introduction to the law relative to environmental impact reports, their contents and development. Prerequisites: Either Environmental Studies 109 or 210 and a life science, preferably Ecology (Environmental Studies 102 (=Biology 102 or 460W)). (Every semester)

308 [108] Environmental and Natural Resource Economics (3)

An analysis of the economic principles that underlie the allocation, pricing, and use of natural resources. Topics include: the intertemporal allocation of depletable resources; the economics of fisheries and forestry; issues in the distribution and use of water resources; the economics of recycling and waste disposal; and economic perspectives on global warming and ozone depletion. Prerequisite: Economics 101. Cross-listed as Economics 308.

312 [112] Introduction to GIS (3)

An overview of Geographic Information Systems (GIS), including its history, role in complex spatial analysis projects, and geographic data management. Related technologies such as global positioning system (GPS) and remote sensing also will be introduced. Laboratory exercises will emphasize digital cartography using ArcView software. Two hours of lecture and one laboratory per week. Prerequisite: Mathematics 115.

315 [115] Geographic Information Systems (3)

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 ArcInfo software. Two hours of lecture and one laboratory per week. Prerequisites: Mathematics 115 and Environmental Studies 215 or consent of instructor. (Spring)

331W [131W] Coastal Environmental Science (4)

An interdisciplinary study of physical, chemical, and biological processes in the oceans with an emphasis on coastal environments. Topics include coastal oceanography, nutrient distribution and geochemical cycles, primary productivity, food webs and fisheries, and benthic habitats. This course examines the interactions between abiotic forces in the oceans and the organisms that live in a variety of habitats. Environmental issues will be connected to major scientific themes. Three lectures and one laboratory per week. Prerequisites: Marine Science 120 and Environmental Studies 121. (Fall)

355 [155] Environmental Chemistry (3)

A survey of the natural environment from a chemist's point of view and the evaluation of chemicals from an environmental point of view. This course is concerned with the chemistry of air, water, soil, and the biosphere in both pristine and polluted states. Pollution prevention and mitigation schemes are considered. Two one-hour lectures and one three-hour lab per week. Prerequisites: Chemistry 301/301L. Cross-listed as Chemistry 355.

361 [161] Ecological Communities of San Diego County (2)

A general survey of the ecological communities of San Diego County will acquaint students with local marine, freshwater, chaparral, and desert habitats. The course is primarily field study, and one overnight trip to the desert will be included. Identification of organisms and their ecological relationships will be stressed. One laboratory weekly. Cross-listed as Biology 361.

364 [164] Conservation Biology (4)

This course focuses on the history of conservation awareness, theory, and practice. Lectures address conservation biology from a historical perspective; readings and discussion are directed toward both classic and current literature. Student presentations will be expected. Weekend field trips may be required. Three lectures and one laboratory per week. Prerequisites: Biology 190, 221/221L, 225/225L, and 300. Cross-listed as Biology 364. (Spring)

420 [120] Introduction to Remote Sensing (4)

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 lectures and one laboratory per week and some field trips. Prerequisites: Environmental Studies 215 or 312 and at least one course in physical science, or consent of instructor.

471 [171] Near Shore Processes (3)

Physical and chemical processes which influence coastal sediment and water mass distribution and chemical composition. Topics include: currents and ocean circulation patterns on the continental shelf; coastal erosion and deposition; river flux and its influence on the chemical composition of seawater; sediment transport; and chemical reactions in estuaries and bays. The impact of human activities on coastal areas will also be covered. Three lectures per week. Prerequisites: Marine Science 120, Chemistry 152/152L, and Physics 136 or 270. Cross-listed as Marine Science 471.

485 [185] Environmental Geology (4)

This course will provide an in-depth examination of the geologic 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 will also be addressed. Specific examples from the San Diego region will be emphasized. Three lectures and one laboratory per week. Prerequisites: Environmental Studies 109, Environmental Studies 210, and Mathematics 115 or Calculus; or consent of instructor. (Spring)

487 [187] Surface Water Hydrology (4)

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 lectures and one laboratory per week and some field trips. Prerequisites: Environmental Studies 109, or consent of instructor. An introductory course in statistics is recommended.

494 A-E [194A-E] Special Topics in Environmental Studies (2-4)

Topics of special interest and/or unique opportunity. Prerequisites: Upper-division standing and consent of instructor or Director of Marine and Environmental Studies; other prerequisites may be listed in the *Directory of Classes*.

495 [195] Senior Seminar (1)

The techniques of seminar presentation will be studied by preparing and presenting individual seminars on topics of interest. Enrollment for credit is limited to and required of all senior students majoring in Environmental Studies. (Every semester)

496 [196] Research (1-2)

Directed research in environmentally related areas of the student's choosing. Since many of the projects may be interdisciplinary in nature, the student must contact the Director of Marine and Environmental Studies well in advance of enrolling in the class.

497 [197] Undergraduate Laboratory Assistant (1)

Assist laboratory instructor in all aspects of an Environmental Studies laboratory. Prerequisite: Consent of instructor. Unit counts toward graduation, but not toward major/minor. Pass/fail only. (Every semester)

498 [198] Internship (1-2)

Experience in the practical and experimental application of the field. Students will be involved in research projects conducted by agencies and institutions outside the University, such as state parks, government agencies, research facilities, or marine industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. Two units taken in consecutive semesters recommended, but variations can be arranged with instructor or Director in advance. Maximum of 3 units. Pass/fail only. (Every semester)

499 [199] Independent Study (1-2)

An in-depth study of an environmental problem of the student's choosing. Guidance and coordination will be offered through a weekly meeting. The student will be required to submit a written report suitable for inclusion in the Environmental Studies Library. Prerequisite: Consent of the Director of Marine and Environmental Studies.

ETHNIC STUDIES

Director

Alberto López Pulido, Ph.D., Sociology

Affiliated Faculty

Eren Branch, Ph.D., English

Roy Brooks, J.D., School of Law

Michelle Madsen Camacho, Ph.D., Sociology

Leeva C. Chung, Ph.D., Communication Studies

Evelyn Diaz Cruz, M.F.A., Theatre Arts

Esteban del Rio, Ph.D., Communication Studies

Carlton Floyd, Ph.D., English

Michael Gonzalez, Ph.D., History

Kenneth Gonzalez, Ph.D., School of Education

Michael Ichiyama, Ph.D., Psychology

Joseph Jeon, Ph.D., English

Judith Liu, Ph.D., Sociology

Douglas W. Payne, Ph.D., English

Gail Perez, Ph.D., English

Reyes Quezada, Ed.D., School of Education

Thomas E. Reifer, Ph.D., Sociology

Jaime Romo, Ed.D., School of Education

Rafik A. Mohamed, Ph.D., Sociology

THE MAJOR

Ethnic Studies is an interdisciplinary program that allows students to study in-depth both the historical formation of ethnic groups in American society and the cultural contributions of these groups. While the program focuses on African-Americans, Asian/Pacific Islander-Americans, Chicanos/Latinos, and Native Americans, it also provides a comparative perspective on the interrelationships among these and European American groups. Its goals and objectives include the following: 1) to study, in a rigorous way, historically underrepresented ethnic and racial groups in the context of U.S. development; 2) to allow all students to have access to this understanding and to provide an opportunity for students of color to study their own histories and cultures; 3) through this study, to promote cross-cultural understanding and an engagement with the problems and challenges of contemporary society; and, 4) to establish ties between students and the local community through community service and internships. The major will prepare students for careers in law, education, business, social work, journalism, politics, counseling, public health, and other fields, as well as for graduate work in Ethnic Studies. With its strong emphasis on critical thinking and communication, the Ethnic Studies major trains its students in skills that employers value in a competitive global economy.

Preparation for the Major

Nine units of lower-division courses:*

Ethnic Studies 100 – Introduction to Ethnic Studies (3)

Ethnic Studies 110 – Ethnic Identity in the United States (3)

Three units to be selected in consultation with an advisor.

* Students must complete Ethnic Studies 100 and 110 before beginning their upper-division courses.

Major Requirements

The major is interdisciplinary and requires 30 units of upper-division course work to be distributed among the two core courses and the three areas of concentration:

A. Identity Formation and History

B. Arts, Culture, Performance, and Spirituality

C. Community, Policy, and Justice.

There are 6 units of core classes that every student must take, the first of which, Ethnic Studies 300, should be completed at the beginning of upper-division course work. Course work will culminate in the capstone course, Ethnic Studies 497Y, a community-based research seminar. Students are required to take at least one course in each of the three areas of concentration and must complete at least 15 total units in one of the designated areas. Areas of concentration are designed to emphasize a thematic and comparative ethnic group focus. The area of concentration will be elected by the student with guidance from an advisor. Students are required to take at least 9 total units from the two remaining areas of concentration. In addition to the capstone course, at least one course must be a “Y” or community service-learning course. Additional courses generated each semester by the program committee may also be applicable.

The curriculum layout is as follows:

I. Core Courses: 6 Units.

Ethnic Studies 300 – Research and Critical Perspectives in Ethnic Studies (3)

Ethnic Studies 497Y – Advanced Ethnic Studies (3)

II. Core Areas of Concentration

A. Identity Formation and History

Anthropology 327 – North American Indian Culture (3)

Communication Studies 475 – Intercultural Communication (3)

English 358 – American Ethnic Literature (3)

English 494 – Special Topics (3)

Toni Morrison’s Fiction

Literature of the Borderlands

History 380 – History of the American West (3)
 History 383 – Chicano History (3)
 History 389 – California History (3)
 Psychology 324 – Cross-Cultural Psychology (3)
 Sociology 375 – The U.S. Mosaic (3)
 Sociology 494 – Special Topics in Contemporary
 Sociology (3)
 Asian Americans
 Comparative Sociology of Chicanos/Latinos
 Sociology of Gender

B. Arts, Culture, Performance, and Spirituality
 Communication Studies 432 – Film and Cultural
 Politics (3)
 English 364 – Postcolonial Studies (3)
 English 494 – Special Topics (3)
 Toni Morrison's Fiction
 Literature of the Borderlands
 Theology and Religious Studies 320 – Native American
 Religious Traditions (3)
 Theology and Religious Studies 321 – Afro-Latin
 Religions (3)
 Theology and Religious Studies 358 – U.S. Latino
 Catholicism (3)
 Theology and Religious Studies 368 – U.S. Latino and
 Latin American Theologies (3)
 Sociology 494 – Special Topics in Contemporary
 Sociology (3)
 Asian-Americans
 Comparative Sociology of Chicanos/Latinos
 Sociology of Gender

C. Community, Policy, and Justice
 English 494 – Special Topics (3)
 Toni Morrison's Fiction
 Literature of the Borderlands
 Political Science 316 – Sex, Power, and Politics (3)
 Political Science 366 – Politics in Mexico (3)
 Political Science 376 – U.S. Latin-American Relations (3)
 Psychology 359 – Health Psychology of Women and
 Ethnic Groups (3)
 Sociology 331 – Race and Ethnic Relations (3)
 Sociology 372 – Law and Society (3)
 Sociology 494 – Special Topics in Contemporary
 Sociology (3)
 Asian-Americans
 Comparative Sociology of Chicanos/Latinos
 Sociology of Gender

THE MINOR

The Ethnic Studies minor is an 18-unit program, consisting of 3-9 lower-division units and 9-15 upper-division units, including the following:

1. Ethnic Studies 100 – Introduction to Ethnic Studies (3)
2. Students must take a total of 12 units of elective course work. Students must take at one course from each concentration and an additional course from the concentration of their choice (12)
3. Ethnic Studies 497Y – Advanced Ethnic Studies (3)

COURSES (ETHN)

100 [001] Introduction to Ethnic Studies (3)

An interdisciplinary course that uses a comparative and historical perspective to examine the languages, family structures, spiritual traditions, economic and social issues, political aspirations, and values of diverse groups within the United States. Emphasis will be on African Americans, Asian/Pacific Islanders, Chicanos/Latinos, and Native Americans, but other groups are also discussed.

110 [010] Ethnic Identity in the United States (3)

This course focuses on the development, transformation, and maintenance of ethnic/racial identity. Students will learn a variety of methodologies in order to understand the social construction of identity as it is created, contested, and altered by historical and economic processes.

300 [100] Research and Critical Perspectives in Ethnic Studies (3)

A research course that covers both theoretical and methodological perspectives in Ethnic Studies. The course will focus on the application of theory to research design with an emphasis on the construction of a research proposal, how to structure a research argument, and data analysis.

497 [197] Advanced Ethnic Studies (3)

A seminar devoted to advanced study in the field. Students will conduct community-based research, applying theoretical perspectives to experiences with various local groups, organizations, collectives, or neighborhoods. The course is equivalent to a Senior Thesis Project.

GENDER STUDIES

Program Coordinators

Carole Huston, Ph.D., Communication Studies

Evelyn Kirkley, Ph.D., Theology and Religious Studies

THE GENDER STUDIES MINOR

Gender Studies is an interdisciplinary academic minor program of study that takes as its focus the history, development, and consequences of culturally acquired sexual identities. It is a field of study as complex as the many disciplines it weaves together. At USD, those disciplines include anthropology, business, communication, economics, English, French, philosophy, political science, psychology, religion, and sociology. Gender Studies addresses such topics as the acquisition of gender identity across cultures; the influence of gender upon spirituality, moral choice, creativity, and language use; the relationship of gender to a wide spectrum of social problems such as poverty and violence; and the history of various gender-related issues such as family life, marriage, reproduction, divorce, childrearing, sexual behavior, and sexual orientation.

The Gender Studies minor is an 18-unit program that includes the following requirements:

1. Gender Studies 101 – Introduction to Gender Studies (3);
2. Two lower- or upper-division elective courses to be selected from a list generated each semester by the Program Coordinators or courses listed below in this *Bulletin*;
3. Two elective upper-division courses to be selected from a list generated each semester by the program coordinators or courses listed below in this *Bulletin*. Thus 3-9 units of lower-division work, and 9-15 units of upper-division course work are required;
4. Two of the four elective courses listed in items 2 and 3 above must be in the Humanities and two must be in the Social Sciences; and,
5. Gender Studies 495 – Advanced Gender Studies (3)

COURSES (GNDS)

101 [001] Introduction to Gender Studies (3)

An interdisciplinary introduction to such issues as gender socialization; men, women, and friendship; men, women, and romance; gender and communication; gender and language; gender and the media; gender and morality; gender and economics; gender and ways of knowing; gender and spirituality; etc.

494 [194] Topics in Gender Studies (3)

An advanced course focusing on topics of interest and importance to the study of gender. For example, topics might include such subjects as Violence Against Women; The Men's Movement; Contemporary Theories of Love Relationships; Lesbian, Gay, and Bi-sexual Issues. This

course may be repeated for credit when the topic changes. Students must have completed 12 units of course work in the Gender Studies minor or have consent of the instructor.

495 [197] Advanced Gender Studies (3)

A capstone seminar course devoted to advanced study in the field, supplemented by directed research in students' areas of primary interest in their majors. When appropriate, it may include an internship component. The research experience will culminate in a symposium.

499 [199] Independent Study (1-3)

A program of advanced study in an area of special interest, arranged between the student and the instructor. The Independent Study must include at a minimum extensive readings, consistent consultations with the sponsoring instructor, and a final report or project. Prerequisite: Approval of one of the Gender Studies Program Directors.

INTERDISCIPLINARY COURSES

Courses in this edition of the *Undergraduate Bulletin* that count toward the Gender Studies minor are listed below. Other courses that will count toward the minor will be provided on a semester-by-semester basis. Students should select their courses in consultation with one of the Program Coordinators. Please see the full course description under the appropriate departmental listings.

Social Sciences

Anthropology 355 – Anthropology of Gender (3)

Communication Studies 325 – Interpersonal Communication (3)

Communication Studies 445 – Gender Communication (3)

Economics 321 – Women and Work (3)

Political Science 316 – Sex, Power, and Politics (3)

Psychology 314 – Developmental Psychology: Childhood and Adolescence (3)

Psychology 316 – Developmental Psychology: Adulthood and Aging (3)

Psychology 347 – Behavior Genetics (3)

Sociology 110 – Contemporary Social Issues (3)

Sociology 311 – Popular Culture (3)

Sociology 353 – Marriage and the Family (3)

Sociology 357 – Social Stratification (3)

Sociology 369 – Sexuality in Contemporary Society (3)

Sociology 375 – The U.S. Mosaic (3)

Sociology 385 – Aging and Society (3)

Sociology 388 – Sport in Social Context (3)

Humanities

English 332 – Eighteenth Century Studies (3)

English 360 – Modern Poetry (3)

English 370 – Contemporary Fiction (3)

English 374 – Gender and Literature (3)

Ethnic Studies 100 – Introduction to Ethnic Studies (3)

Ethnic Studies 497 – Advanced Ethnic Studies (3)

French 414 – French Women Writers (3)

Philosophy 343 – Gender and Economic Justice (3)

Philosophy 490 – Philosophy of Love (3)

Theology and Religious Studies 114 – Foundations in Catholic Theology* (3)

Theology and Religious Studies 334 – Christian Social Ethics* (3)

Theology and Religious Studies 343 – Christian Marriage* (3)

Theology and Religious Studies 370 – Gender and Religion in the United States (3)

Business Administration

Management 306 – Women in Management (3)

***Students must consult with Gender Studies advisors to assure enrollment in the appropriate section.**

Molly A. McClain, Ph.D., Chair

Iris H. W. Engstrand, Ph.D.

Colin Fisher, Ph.D.

Michael J. Gonzalez, Ph.D.

James O. Gump, Ph.D.

James K. Otte, Ph.D.

Steven E. Schoenherr, Ph.D.

Kenneth P. Serbin, Ph.D.

Kathryn C. Statler, Ph.D.

Yi Sun, Ph.D.

THE HISTORY MAJOR

The program in History introduces students to research and writing techniques as well as problem solving skills useful in a variety of professions. In addition, the major inculcates a sensitivity to geographical and cultural diversity, an awareness of conflicting interpretations of the same occurrences, and an appreciation of contexts and traditions. History graduates find careers in government, law, teaching, foreign service, journalism, the motion picture and television industry, and business. Course work may also lead to graduate studies in public history, historic preservation, teaching, law, and international relations.

In addition to the lower-division prerequisites, all History majors are required to take 24 units of upper-division course work, including History 300W – Historian's Methods. In the major, students must also take at least two courses in each of the following three categories: 1) the United States; 2) Europe; and, 3) Latin America/Asia/Africa.

Students wishing to earn a Single Subject Social Science Teaching Credential may do so while completing a major in History. The specific requirements for the teaching credential differ from general requirements for the History major.

Preparation for the Major

History 111-112 or 115-116; and 117-118.

THE MINOR

Eighteen units, including History 111-112 or 115-116 or 117-118, plus 12 units of upper-division courses selected in consultation with a faculty advisor in History.

The Social Science Teaching Credential

Students interested in pursuing a Social Science Teaching Credential should consult the department chair.

Note: For graduate courses in History, or a Master of Arts in Teaching (M.A.T.), see the current *Graduate Bulletin*.

COURSES (HIST)**110 Introduction to East Asia (3)**

This course focuses on the histories of China and Japan since the mid-19th century. While placing the stories of the two countries in a cultural and historical framework, narrated chronologically, it will pay special attention to the similarities and differences between them, as well as the interplay between the domestic forces in both societies and the external impetus. The course will also address issues concerning the historical developments in Korea, and discuss the contemporary experiences of Taiwan and Hong Kong. Through this class, students are expected to understand the cultural traditions of East Asia, the causal relationships between key historical events, the complexities of East Asia – U.S. relations, and the role that East Asian countries, particularly China and Japan, are playing in today's changing world.

111-112 [011-012] Western Civilization (3-3)

Lectures, readings, and discussions of ideas, attitudes, and institutions basic to an understanding of Western civilization and its relation to present day issues. History 111 covers ancient civilizations through the 17th century. History 112 begins with the 18th century and continues to the present. (Every year)

115-116 [015-016] World History (3-3)

An examination of the patterns of relationships and processes of change across the world from earliest times to the late 20th century. Emphasis will be given to historical geography, different styles of civilization, and to the effects of cultural contact and diffusion. History 115 covers the period to 1500. History 116 focuses on the period 1500 to the present. (Every year)

117-118 [017-018] American Civilization (3-3)

Selected themes in U.S. history with emphasis upon the basic influences that have shaped American life. History 117 covers the colonial period through the Civil War with special attention to the development of political institutions. History 118 will emphasize the emergence of the U.S. as an imperial power and considers such topics as industrialization, reform, environmental questions, and global issues. History 117 meets the State of California requirement in American history and political institutions. (Every year)

300W [100W] Historian's Methods (3)

Beginning seminar in historical research, problems of investigation, critical analysis and presentation, correct use of footnotes and bibliography; acquaintance with major libraries, archives, and the use of media techniques. Some attention to the development of historical writing and the philosophy of history. This course fulfills the GE writing requirement. (Every year)

308 [108] Historical Archeology (3)

This course will introduce method and theory in historic sites archeology; historic preservation law; and cultural resources management. It will include a discussion of field and laboratory methods; classification and analyses of material culture, and data presentation methods. Field trips to local historical sites will be included.

310 [110] The Ancient World (3)

Explores the cradles of civilization in Ancient Mesopotamia and Egypt. An introduction to early man is followed by a survey of Sumerian, Babylonian, Egyptian,

Hittite, Phoenician, and Hebrew cultures, as well as the Assyrian and Persian imperialism that replaced them. It covers the period through Cyrus the Great. (Every other year)

311 [111] Greek Civilization (3)

This course focuses on the history of ancient Greece from the birth of the city-states to the death of Alexander the Great. It examines select works of Greek art and literature in their cultural context. It also investigates the origin and development of democracy, philosophy, drama, and historiography. (Every other year)

312 [112] Roman Civilization (3)

This course will trace the history of ancient Rome's rise to greatness from the early days of the Republic, through the Principate (rule by emperors), to the transformations of the later Empire. It will discuss Roman triumphs in warfare, conquest, administration, and law-making. It also will consider limitations to imperial power and various challenges to the hegemony of the Roman state. (Every other year)

321 [121] Origins of Medieval Europe (3)

Focuses on the history of Europe from the fall of Rome to the age of the Crusades. It will examine the dissolution of the classical Greco-Roman world and the rise of Celtic, Judeo-Christian, and Germanic Barbarian cultures in the early middle ages. (Every other year)

322 [122] Later Medieval Europe (3)

Focuses on the transformation of Europe from an isolated, agricultural society to a powerful, wealthy, and expansionist one. It also explores the formation of European identities and attitudes from the 12th to the 15th centuries. Topics include the commercial revolution, the growth of religious self-expression, the rise of the European monarchies, and the recovery of the classical intellectual heritage. (Every other year)

R E C O M M E N D E D P R O G R A M O F S T U D Y			
<u>FRESHMAN YEAR</u>	<u>SOPHOMORE YEAR</u>	<u>JUNIOR YEAR</u>	<u>SENIOR YEAR</u>
SEMESTER I Preceptorial (3) History 111/115 (3) GE or Electives (9-10)	SEMESTER I History 117 (3) GE or Electives(12-13)	SEMESTER I History 300W (3) History Upper-Division (3) GE or Electives (9-10)	SEMESTER I History Upper-Division (6) GE or Electives (9)
SEMESTER II History 112/116 (3) GE or Electives (12-13)	SEMESTER II History 118 (3) GE or Electives (12-13)	SEMESTER II History Upper-Division (6) GE or Electives (9-10)	SEMESTER II History Upper-Division (6) Electives (9)

331 [131] Renaissance and Reformation (3)

Explores the rediscovery of Europe's classical heritage, the great artistic and intellectual achievements of the Italian Renaissance, the birth of Protestantism, and the growth of reform within the Catholic Church. This course also explores the major political developments of the 15th and 16th centuries, including the rise of the Habsburg dynasty and the wars of religion.

333 [133] Europe 1600-1800 (3)

Focuses on the great age of statebuilding which followed the end of the Thirty Years' War (1618-48). Topics include the cultural ascendancy of Louis XIV's France, the commercial wars of the 17th and 18th centuries, the development of an *ancien regime* and the forces contributing to the Age of Enlightenment.

340 World War I (3)

This course will examine the era of the Great War 1900-1919. The origins of this global conflict included the decline of Pax Britannica in the 19th century, the rise of German nationalism, Balkan pan-slavism, and colonial rivalries. During this era, the old order dominated by European monarchies was swept aside by social revolutions, new ideologies, and a military conflict that cost 10 million lives. Modernism rose from the ashes of Victorian culture, and the new science transformed world thought.

341 World War II (3)

This course will examine the era 1919-1945. The origins of the second great war of the 20th century included the Versailles Treaty, the rise of the dictators, and the persistence of isolationism. The military conflict that ensued killed 50 million and gave birth to the United Nations.

345 [145] Topics in Military History (3)

A critical study of the various aspects of warfare as they have evolved in history. Emphasis will be on particular wars, strategies, leaders, and military innovations that have dramatically affected, and are continuing to affect, the course of history. The time span will range from ancient times to the present. The course may be repeated as the topics vary.

346 [146] Topics in Medieval and Early Modern Europe (3)

This course may focus on medieval or early modern European history with an emphasis on power and politics, gender, art and architecture, and/or economic and social change. Special topics courses may offer the chance to study the Crusades, Queen Elizabeth I, or the French Revolution in considerable depth. The course may be repeated as topics vary.

347 [147] Topics in Modern Europe (3)

This course may focus on modern European history with an emphasis on power and politics, gender, art and architecture, and/or economic and social change. Special topics courses may offer the chance to study the rise of London, Paris and Vienna, Women's Rights, or the Cold War in considerable depth. The course may be repeated as topics vary.

348 Modern France (3)

This course is designed to explore the development of France from the Enlightenment to the present. Major themes in the lectures and readings include the political evolution of the country as France moved from an absolute monarchy to the current 5th Republic, the lasting impact of revolution and war on French society, and the efforts of political, social, economic, and cultural change on individuals' everyday lives.

350 [150] History of the British Isles (3)

This course surveys the development of the British Isles from the middle ages through the 17th century. It addresses the social and political structures of medieval England and show how dynastic conflicts resulted in almost continuous internal warfare. It examines the growth of the English state under the Tudors and Stuarts. It also traces the rise of political parties, constitutional monarchy, and representative government.

351 [151] Modern Britain (3)

This course surveys the remarkable history of the British Isles from the end of the Napoleonic Wars to the present day. Topics include sex and society in Victorian Britain, empire and decolonization, the impact of two World Wars, Thatcherism, and the rise of New Labour.

352 [152] The British Empire (3)

An analysis of themes and processes in the British imperial experience from the 18th century to the present. Emphasis upon colonial nationalism, indigenous resistance and collaboration, theories of colonial administration, economics and imperialism, and decolonization.

353 [153] Spain to 1820 (3)

This course covers Spain's pre-history beginning with the Caves of Altamira and continuing through the conquest of the New World. It examines artistic and architectural legacy of both the Roman and Moslem occupation of Spain. It also looks at the expulsion of Jews and Moslems during the Reconquista, the Spanish empire in the Americas, the rise of the Hapsburg empire, and the transition to the Bourbon monarchy.

354 [154] Modern Spain (3)

This course covers the history of Spain from the rise of the Bourbon monarchy to the present. It looks at the impact of the Napoleonic invasion and the rise of political strife in the 19th and early 20th centuries. It also examines the Second Republic, the trauma of the Spanish Civil War, the dictatorship of Franco, and the transition to democracy following the restoration of Juan Carlos.

355 [155] Imperial Russia (3)

A study of the development of the Russian state from the rise of Kievan Russia to the first 20th century revolution. Special emphasis on the role of the Tsarist autocracy, the Orthodox Church, and pan-Slavism.

356 [156] Russia Since 1917 (3)

A detailed investigation and analysis of the revolutionary upheavals and tragedies shaping Russia and its adjacent neighbors from the Bolshevik Revolution of 1917 to the collapse of Communism and the uncertain years of the 1990s.

357 [157] Topics in Russian and East European History (3)

A critical analysis of themes and issues in the history of Russia and Eastern Europe. Topics may include Russia in Revolution, Russia since Peter the Great, and the Crisis in the Balkans.

358 [158] Topics in Modern World History (3)

An in-depth investigation into a variety of recent historical events that have affected the United States in its world setting. Selected topics will be announced in each semester's class schedule. This course may be repeated for credit when the topic changes.

359 [159] Modern Middle East (3)

An inquiry into the historic Middle East emphasizing the growth and decline of the Ottoman Empire, Arab and Jewish nationalism, and the paths to independence.

360 [160] Colonial Latin America (3)

Covers Latin America from late pre-Columbian times to the eve of independence in 1810. Includes discussion of indigenous peoples and civilizations; the encounter of the Europeans and native Americans; social, political, and religious institutions introduced in the Americas; mining and other economic activities; the slave trade; and the role of the Catholic Church.

361 [161] Modern Latin America (3)

Covers Latin America from the start of the independence movements in 1810 to the present. Includes discussion of independence and the struggle of new states to modernize; Church-state frictions; urbanization and the emergence of populist politics; industrialization; the Cuban Revolution and

other revolutionary movements; military dictatorships; democratization in the 1980s and 1990s; democratic consolidation and contemporary challenges in the 21st century.

362 [162] Topics in Latin American History (3)

A study of specific topics and themes 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 course for credit when the topic changes.

363 [163] History of Brazil (3)

This course examines the diverse cultures, ethnicities, and historical developments of Latin America's largest and most populous nation. In particular it focuses on the great paradox of this "country of the future," which has one of the world's 10 largest economies: enormous potential thwarted by shocking social inequality. Topics include European colonization, slavery, economic cycles, independence, the drive to become an industrial power, the military regime of 1964-85, the process of democratic consolidation, and gender and environmental issues.

364 [164] Topics in Asian History (3)

An in-depth look at special themes and issues in the history of Asia, including such topics as Women in East Asia, Histories of the Four Mini-Dragons (Hong Kong, Taiwan, Singapore, and South Korea), Imperialism in Asia, and Asia's relations with the United States. This course may be repeated for credit when topics change.

365 [165] History of China (3)

This course covers Chinese history from the first Opium War (1839-42) to the present. It examines the indigenous factors of Chinese history and culture, the influence of the West, and the interaction between the two. Major sections of the course include reforms and uprisings during the last phase of the Qing dynasty, the Republican Revolution of 1911, the Nationalist Movement, Sino-Western relations during the Pacific War, the development of Chinese communism, and the various political, social, and economic campaigns during the post-1949 era.

366 [166] History of Japan (3)

This course covers Japanese history from the Meiji Transformation in 1868 to the present. It analyzes the unique characteristics of the samurai culture, Japan's response to the West in the 19th century, and its transition into the modern era. It examines the rise of Japanese imperialism and militarism, Japanese-American relations before and after Pearl Harbor, the role of Japan's constitutional monarchy, its "economic miracle" during the post-WWII period, as well as its contemporary social and cultural developments.

368 [190] History of Africa (3)

An analysis of particular themes in the African historical experience from earliest times to independence from colonial rule. Special attention will be given to culture, society, and processes of change in the pre-colonial period and development and underdevelopment since the European intrusion.

369 [191] Issues in Modern Africa (3)

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. The course may be repeated for credit when the topic changes.

370 [170] American Environmental History (3)

An introductory survey of the ways people in America have perceived, used, and changed American environments from before the beginning of European colonization to the present. Roughly equal attention to ecological change, human ideas and uses of nature, and the history of conservation and environmental policy.

371 [171] Topics in Early American History (3)

Includes discovery and exploration, the Colonial Period, the American Revolution, the Federalist Era, and other topics in the political, economic, social, and cultural history of the United States before 1800. May be repeated for credit when the topic changes.

373 [173] Armed Conflict in American Society (3)

A multi-disciplinary examination of the impact of war and potential war on the experience, thought, and values of the United States. Topics will include U.S. military policy from the American Revolution to the Cold War, popular American attitudes toward war and the armed forces, the moral issues inherent in war and peace decisions, and the nature of nuclear warfare in the modern era.

374 [174] Civil War and Reconstruction (3)

History of the United States from 1850 to 1877 with special emphasis on the political, economic, social, and military aspects of conflict between the North and the South. Includes the causes of the war, military strategy, the aftermath, and its effects on the United States in later years.

375 [175] Topics in Modern American History (3)

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. May be repeated for credit when the topic changes.

376 [176] United States Foreign Relations to 1914 (3)

This course – the first of a two-part, upper-division sequence on the history of American foreign relations – covers the period from 1775 to 1914. Three issues, in particular, are emphasized: the problems of the young republic in conducting diplomacy; the ways in which America's vision of itself as "a city upon a hill" and its belief in Manifest Destiny led to 19th-century U.S. expansionism; and the emergence of the United States as a world power. (Every year)

377 [177] United States Foreign Relations from 1914 (3)

This course – the second of a two-part, upper-division sequence on the history of American foreign relations – covers the period from 1914 to the present. Three issues, in particular, are emphasized: the tension between isolationism and interventionism from WWI through WWII, culminating in the emergence of the United States as a superpower; the Soviet-American confrontation following WWII and the globalization of this confrontation during the 1950s and 1960s; and finally, the relative decline of American foreign relations in the 1970s and 1980s as well as the consequences of the end of the Cold War. (Every year)

378 [178] Topics in United States Intellectual and Social History (3)

Topics may include ideas and movements that are part of the intellectual or social history of the United States, such as liberalism, conservatism, sectionalism, slavery, communications, architecture, labor, immigration, feminism, and Progressive Reform. May be repeated for credit when topic changes.

379 [168] Topics in United States Mass Media History (3)

A history of the mass media in the United States, focusing on selected topics, such as Television and American Politics, History and Film, the Newspaper in History, Media and the Presidency, and Broadcasting in American History.

380 [180] History of the American West (3)

This course surveys the history of the trans-Mississippi West, from pre-Columbian times to the present. Topics include: pre-contact Indian peoples; the competition between European empires over the American West; American expansion and conquest; the fur, mining, ranching, and farming "frontiers;" the railroad and populism; the growth of the urban West; World War II; the historical experience of workers, women, and Mexican-, Asian-, Native-, and African-Americans; environmental issues, such as conservation, preservation, the dust bowl, and water politics; and representation of the West in American popular culture.

381 American Indian History (3)

This course surveys American Indian history from Pre-Columbian times to the present. Topics include: pre-Columbian Native America; Spanish, English, and French invasions; Indians and the colonial period; Indian Removal; Indians and American expansion in the Far West; the reservation system, allotment, and federal Indian education; the Indian New Deal; termination, relocation, and the growth of urban Native America; and Indian militancy, cultural accommodation and revitalization, and the ongoing struggle for sovereignty.

382 [182] The Spanish Borderlands (3)

Discovery, exploration, and settlement by Spain of the North American region with particular emphasis on the Spanish Southwest. Includes the history of the native Indian inhabitants and the role of the French in Louisiana to 1763. Generally covers the period from 1500 to 1810.

383 [183] Chicano History (3)

History of colonial Mexico and the early national period. Includes the history of native Indian inhabitants and the effects of both Mexican and American penetration into the U.S. Southwest. Topics cover the impact in present-day society of Mexican cultural values, problems faced by persons of bicultural heritage, and recent U.S.-Mexican relations, especially in the border areas. (Every year)

384 [184] History of Mexico (3)

A history of Mexico from earliest times to the present. Includes a survey of indigenous civilizations; Spanish conquest and influences; the Mexican-American War of 1846; the dictatorship of Porfirio Diaz; the era of the Mexican Revolution; political development since the 1920s; and United States Mexican relations during the modern period.

386 [186] The Pacific Ocean in History (3)

History of maritime activities in the Pacific with emphasis on discovery and exploration: covers Spanish, Portuguese, French, English, Dutch, and Russian sea expansion. Topics include the study of Polynesia, the Manila Galleon trade, and 18th-century scientific expeditions.

387 [187] History of Baja California (3)

History of Lower California from the first Spanish maritime explorations, circa 1520, to modern times. Emphasis on land, sea, and the people; Spanish and Mexican institutions. Detailed studies particularly for the Mission period, the Mexican War, and the growth of cities.

389 [189] California History (3)

Covers California's past from its earliest settlements to modern times. The course begins with California's geographical setting, aboriginal culture, and contact with the European world. A survey of Spanish backgrounds includes missions and missionaries, ranchos, pueblos, and foreign visitors. Changes under the government of Mexico lead to California's conquest by the United States. During the second half, lectures cover generally the effects of the Gold Rush; problems of statehood; constitutional developments; land, labor, and Indian policies; transportation, 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.

495 [195] Senior Colloquium (3)

A seminar for History majors, focusing on the development of a project of original research and the writing of a senior thesis.

498 [197] Internship (3)

Practical experience in a field setting under professional supervision. Interns may be assigned to the City or County of San Diego, Museum of San Diego History, or a similar institution. See department chair for assignment.

499 [199] Independent Study (1-3)

Directed readings, a special project, or a research paper for History majors of high scholastic standing. Consent of the department chair must be obtained. The maximum of 3 units will be allowed only under special circumstances.

INTERDISCIPLINARY HUMANITIES

Program Director

Michael F. Wagner, Ph.D., Philosophy

Faculty Coordinators

Irene Williams, Ph.D., English

Jacques M. Wendel, Ph.D., Languages and Literatures

Molly McClain, Ph.D., History

Marianne R. Pfau, Ph.D., Music

Colleen Kelly, M.F.A., Theatre Arts

Helen deLaurentis, Ph.D., Theology and Religious Studies

Florence M. Gillman, Ph.D., Theology and Religious Studies

The idea of the Humanities, as the ideal of a liberal education, has a long and distinguished history which predates the modern distinction between various humanities disciplines – e.g. Literature, Art, Philosophy, etc. In general, ‘Humanities studies’ refers to a course of study which illuminates and examines human history, culture, and values while also contributing to their expression and development – and to the intellectual, creative, and spiritual development of the individual student as well. The Humanities are generally thought of today in terms of their component disciplines. These disciplines are thus both academic and practical. They investigate and interpret human experience and achievement in their many diverse forms – our history and languages, our art, music, drama and literature, and our philosophical and spiritual aspirations. They also articulate and inspire our own humanity, both culturally and individually.

The Interdisciplinary Humanities major allows students to design a program of study (in consultation with a faculty advisor) which draws upon the subject matters and methodologies of several different humanities disciplines. It thus appeals especially to students whose academic interests and goals cannot be satisfied by majoring in any single humanities discipline. Students in this major will benefit from the many and diverse strengths of the humanities disciplines here at the University of San Diego. In so doing, they will become aware of the interrelatedness of these disciplines and of the aspects of human endeavor and expression they each emphasize. The major provides a unique educational experience and seeks to foster an understanding of different areas of ‘humanistic’ scholarship and achievement, a recognition and appreciation of the richness and character of human existence and potential, and a deeper awareness and refinement of the student’s own capabilities and passions.

Students majoring in Interdisciplinary Humanities will choose from three tracks available within the major: Humanities Studies, European Studies, or Asian Studies. Given their interdisciplinary character, each track requires a total of forty upper-division units to complete the major.

This includes a 4-unit, two-semester senior seminar. The seminar is offered every year in a fall-spring format. Consequently, students planning a December graduation should take the seminar the previous year. Students in any of the three tracks must also satisfy all of the General Education requirements, unit requirements, and any other University and College requirements and regulations set forth in this *Undergraduate Bulletin*.

Students choosing the Humanities Studies track will declare an area of concentration in one of the University’s eight humanities disciplines: Art, English, Languages and Literatures, History, Music, Philosophy, Theology and Religious Studies, and Theatre Arts. Other guidelines pertaining to course selection in the Humanities Studies track are noted below. Alternatively, students may choose either the European Studies or the Asian Studies track. The requirements and course options for these two tracks are also stipulated below. Note that these two tracks include options from political science and/or sociology. However, where each stipulates a certain number of upper-division elective units ‘in the humanities disciplines,’ these must be taken from among the eight humanities disciplines listed above.

Special Note: Only upper-division units which would apply to satisfying the departmental major in a given humanities discipline may be applied to the upper-division requirements for the Interdisciplinary Humanities major. This includes departmental restrictions on the use of units from practicums, activity classes, field experience, and the like. In addition, students are responsible for satisfying any prerequisites for particular courses in a given Humanities discipline. Students selecting upper-division courses in art, music, or theatre arts are especially advised to consult the course listings or an advisor in that area.

HUMANITIES STUDIES

Lower-Division Preparation

History 111 and 112 or 115 and 116 (6 units)

Major Requirements

36 upper-division units in the Humanities disciplines, as follows:

- a. At least 12, but not more than 18, of the 36 units are to be in a single Humanities discipline, termed the area of concentration;
- b. No more than 9 units from any one of the other Humanities disciplines may be applied to the required 36 units; and
- c. The 36 units should include (i) a Classical studies course, and (ii) a Medieval and/or Renaissance studies course as approved by the program director.

Humanities 490 and 495W (4 units)

EUROPEAN STUDIES

Lower-Division Preparation

History 111 and 112 or 115 and 116 (6 units)

A fourth-semester language course (or its equivalent) in German, French, Italian, or Spanish (depending on the upper-division linguistic focus chosen below)

Two semesters (second-semester or its equivalent) in a second European language (may include classical Greek or Latin)

Major Requirements

9 upper-division units in German, French, Italian, or Spanish
6 units in History, from the following courses:

- History 311 – Greek Civilization (3)
- History 312 – Roman Civilization (3)
- History 321 – Origins of Medieval Europe (3)
- History 322 – Later Medieval Europe (3)
- History 331 – Renaissance and Reformation (3)
- History 333 – Europe 1600-1800 (3)
- History 346 – Topics in Medieval and Early Modern Europe (3)
- History 347 – Topics in Modern Europe (3)
- History 348 – Modern France (3)
- History 350 – History of the British Isles (3)
- History 351 – Modern Britain (3)
- History 353 – Spain to 1820 (3)
- History 354 – Modern Spain (3)
- History 355 – Imperial Russia (3)
- History 356 – Russia Since 1917 (3)
- History 357 – Topics in Russian and East European History (3)

6 units in Political Science, from the following courses:

- Political Science 355 – Politics in Western Europe (3)
- Political Science 356 – Politics in East-Central Europe (3)
- Political Science 362 – Politics in the United Kingdom (3)
- Political Science 363 – Politics in France (3)
- Political Science 364 – Politics in Germany (3)
- Political Science 365 – Politics in Russia (3)
- Political Science 372 – Russian Foreign Policy

6 units in Philosophy and/or Fine Arts, from the following courses:

- Art History 333 – Modern Art: 1780-1920 (3)
- Art History 334 – Art of the Twentieth Century in Europe and the Americas (3)
- Music 330 – Music History I: 850-1750 (3)
- Music 331 – Music History II: 1750-Present (3)
- Music 430W – History of Medieval and Renaissance Music (3)
- Music 431 – History of Baroque and Classical Music (3)
- Music 432 – History of Romantic Music (3)
- Music 433 – History of Twentieth Century Music (3)
- Philosophy 467 – Studies in Renaissance Philosophy (3)
- Philosophy 470 – Studies in Ancient Philosophy (3)
- Philosophy 471 – Studies in Medieval Philosophy (3)
- Philosophy 472 – Studies in Modern European Philosophy (3)

Philosophy 474 – Studies in Contemporary Continental Philosophy (3)

9 upper-division elective units in the Humanities disciplines
Humanities 490 (1) and 495W (3)

ASIAN STUDIES

Lower-Division Preparation

History 110 – Introduction to East Asia (3)

Philosophy 175 – Asian Philosophy (3); or Theology and Religious Studies 112 – World Religions (3)

Intermediate Mandarin or Intermediate Japanese, or equivalent; or fourth-semester or equivalent in another Asian language

Major Requirements

12 units of Asian civilizations courses from the following:

- History 364 – Topics in Asian History (3)
- History 365 – History of China (3)
- History 366 – History of Japan (3)
- Political Science 358 – Politics in South Asia (3)
- Political Science 367 – Politics in Japan (3)
- Political Science 368 – Politics in China (3)
- Sociology 351 – Modern Chinese Society (3)
- Asian civilizations courses offered by the Languages and Literatures department or appropriate upper-division topics courses in these disciplines

12 units of Asian cultures courses from the following:

- English 364 – Postcolonial Studies (3)
- English 494 – Special Topics: Sanskrit (3)
- Music 440 – Topics in World Music (3)
- Philosophy 476 – Studies in Asian Philosophy (3)
- Theology and Religious Studies 312 – Hindu Faith and Practice (3)
- Theology and Religious Studies 314 – Buddhist Faith and Practice (3)
- Theology and Religious Studies 315 – Islamic Faith and Practice (3)

Asian literatures courses offered by the Languages and Literatures department or appropriate upper-division topics courses in these disciplines

12 units electives in the Humanities disciplines
Humanities 490 (1) and 495W (3)

COURSES (HUMN)

490 [180A] Thesis Preparation Seminar (1)

This course precedes the 3-unit 495W course. In it, each student will identify a research topic that would integrate and apply his/her interdisciplinary experience in the Humanities major. This topic will lead, in 495W, to producing a senior thesis (a substantial research paper). Each student will consult with the instructor in identifying and developing a topic; produce a research prospectus and a research bibliography for the topic; and, as possible, begin collecting and outlining research material from the bibliography. A class presentation is typically required as well. Prerequisite: Senior or, for December graduates, junior standing in the Humanities major; or approval of the Humanities program director. (Every fall)

495W [180W] Senior Research Seminar (3)

In this continuation course to HUMN 490, each student will complete the research phase of his/her thesis project; produce a working outline and at least one substantial draft of the senior thesis; and revise and finalize the thesis by the end of the semester. A formal presentation of results

and highlights from the completed research and initial thesis draft is typically required as well. Prerequisite: HUMN 490. (Every spring)

I N T E R N A T I O N A L *R* E L A T I O N S

Randy Willoughby, Ph.D., Chair, Department of
Political Science and International Relations
Delavan Dickson, Ph.D.
Patrick F. Drinan, Ph.D.
Emily Edmonds-Poli, Ph.D.
Virginia Lewis, Ph.D.
Vidya Nadkarni, Ph.D.
Noelle Norton, Ph.D.
Lee Ann Otto, Ph.D.
Michael R. Pfau, Ph.D.
David Shirk, Ph.D.
J. Michael Williams, Ph.D.

THE INTERNATIONAL RELATIONS MAJOR

The International Relations major is recommended as a field of study for those students seeking careers abroad in government or in private industry, for teachers, for those planning careers in journalism, law, and related fields, and for those who intend to pursue graduate studies. The major consists of 33 upper-division units selected in consultation with an advisor from the Political Science/IR faculty.

Preparation for the Major

Political Science 125, 175, and 250; History 111-112 or History 115-116; Art History 133 or Art History 134; Economics 101 and 102; and the General Education requirements.

Major Requirements

Thirty-three units of upper-division work to include:

A. Core Courses

Six upper-division units (two courses) from among the following:

- Political Science 350 – Comparative Politics (3)
- Political Science 370 – Theories of International Relations (3)
- Political Science 380 – International Political Economy (3)

B. International and Comparative Politics

Fifteen upper-division units (five courses) from among the following:

- Political Science 306 – Political Ideology (3)
- Political Science 307 – Politics and Religion (3)

- Political Science 326 – Comparative Law (3)
- Political Science 327 – International Law (3)
- Political Science 329 – Law of the Sea (3)
- Political Science 349 – Politics and the Environment (3)
- Political Science 352 – Comparative Politics of Developing Countries (3)
- Political Science 354 – Revolutionary Change (3)
- Political Science 355 – Politics in Western Europe (3)
- Political Science 356 – Politics in East-Central Europe (3)
- Political Science 357 – Politics in Latin America (3)
- Political Science 358 – Politics in South Asia (3)
- Political Science 359 – Politics in the Middle East (3)
- Political Science 360 – Politics in Sub-Saharan Africa (3)
- Political Science 362 – Politics in the United Kingdom (3)
- Political Science 363 – Politics in France (3)
- Political Science 364 – Politics in Germany (3)
- Political Science 365 – Politics in Russia (3)
- Political Science 366 – Politics in Mexico (3)
- Political Science 367 – Politics in Japan (3)
- Political Science 368 – Politics in China (3)
- Political Science 371 – American Foreign Policy (3)
- Political Science 372 – Russian Foreign Policy (3)
- Political Science 374 – U.S.-Latin American Relations (3)
- Political Science 375 – Comparative Foreign Policy (3)
- Political Science 376 – U.S. National Security (3)
- Political Science 377 – Regional Security (3)
- Political Science 378 – Transnational Crime and Terrorism (3)
- Political Science 382 – International Human Rights (3)
- Political Science 383 – International Organizations (3)
- Political Science 480 – Model United Nations (1)
- Political Science 485 – Wash DC: Directed Study in International Relations (3)
- Political Science 486 – Wash DC: Internship in International Relations (3)
- Political Science 487 – Wash DC: Class in International Relations (3)
- Political Science 494 – Special Topics in International Relations (3)
- Political Science 498 – Internship in International Relations (1-6)
- Political Science 499 – Independent Study in International Relations (1-3)

C. Humanities

Nine upper-division units (three courses) with no more than 6 units (two courses) taken from one department, to be selected from among the following:

- History 340 – World War I (3)
- History 341 – World War II (3)
- History 347 – Topics in Modern Europe (3)
- History 348 – Modern France (3)
- History 351 – Modern Britain (3)
- History 352 – The British Empire (3)
- History 354 – Modern Spain (3)
- History 355 – Imperial Russia (3)
- History 356 – Russia Since 1917 (3)
- History 357 – Topics in Russian and East European History (3)
- History 358 – Topics in Modern World History (3)
- History 359 – Modern Middle East (3)
- History 360 – Colonial Latin America (3)
- History 361 – Modern Latin America (3)
- History 362 – Topics in Latin American History (3)
- History 363 – History of Brazil (3)
- History 364 – Topics in Asian History (3)
- History 365 – History of China (3)
- History 366 – History of Japan (3)
- History 368 – History of Africa (3)
- History 369 – Issues in Modern Africa (3)
- History 373 – Armed Conflict in American Society (3)
- History 376 – United States Foreign Relations to 1914 (3)
- History 377 – United States Foreign Relations from 1914 (3)
- History 384 – History of Mexico (3)

Music 330 – Music History I: 850-1750 (3)

Music 331 – Music History II: 1750-Present (3)

Music 440 – Topics in World Music (3)

Theology and Religious Studies 312 – Hindu Faith and Practice (3)

Theology and Religious Studies 313 – Jewish Faith and Practice (3)

Theology and Religious Studies 314 – Buddhist Faith and Practice (3)

Theology and Religious Studies 315 – Islamic Faith and Practice (3)

Theology and Religious Studies 321 – Afro-Latin Religions (3)

Theology and Religious Studies 368 – U.S. Latino and Latin American Theologies (3)

Theology and Religious Studies 390 – The Holocaust: Death of God or Death of Humanity? (3)

D. Political Science

Three upper-division units (one course). Students may take any upper-division course offered by the department of Political Science and International Relations, including: political theory, American politics, international politics, comparative politics, or internship.

THE MINOR

Political Science 125, 175, and either 350 or 370, plus nine additional upper-division units selected in consultation with an advisor from the Political Science/International Relations faculty.

R E C O M M E N D E D P R O G R A M O F S T U D Y

FRESHMAN YEAR

SEMESTER I

Preceptorial (3)
Art History 133 (3)
History 111 or 115 (3)
GE or Electives (6-7)

SEMESTER II

History 112 or 116 (3)
Political Science 125 (3)
GE or Electives (9-10)

SOPHOMORE YEAR

SEMESTER I

Political Science 175 (3)
Economics 101 (3)
GE or Electives (9-10)

SEMESTER II

Political Science 250 (3)
Economics 102 (3)
GE or Electives (9-10)

JUNIOR YEAR

SEMESTER I

Core Class Upper-Division (3)
IR/Comparative Politics Upper-Division (3)
Humanities Upper-Division (3)
GE or Electives (6-7)

SEMESTER II

Core Class Upper-Division (3)
IR/Comparative Politics Upper-Division (3)
Humanities Upper-Division (3)
GE or Electives (6-7)

SENIOR YEAR

SEMESTER I

IR/Comparative Politics Upper-Division (6)
Humanities Upper-Division (3)
Electives (6-7)

SEMESTER II

IR/Comparative Politics Upper-Division (3)
Political Science Upper-Division (3)
Electives (9)

LANGUAGES AND LITERATURES

Kimberly A. Eherenman, Ph.D., Chair

The Department of Languages and Literatures supervises the Bachelor of Arts degree programs in French and Spanish, a minor in German and Italian, and courses in Classical Greek, Latin, Japanese, and Mandarin.

Proficiency in a second language is one of USD's general education requirements. By proficiency is meant a general communicative competence, that is, the ability to speak, understand, read, and write the language that the student chooses to study. The relationship between language and culture is an important component of the program, and emphasis is placed on the diversity of the cultures and societies that are representative of the languages being studied.

At the time of their enrollment at USD, students with previous language study will be placed at the level suited to the effective completion of the USD foreign language requirement. Students who have yet to fulfill the language requirement upon entering USD will be placed in Language 101 or 102. Enrollment in Language 201 requires either successful completion of a second semester (our 102) class of the same language or demonstration of adequate proficiency by passing a USD placement test. Students found to be at a level inappropriate to their background and skills will be placed at the appropriate level by the instructor or the department.

Some students will have fulfilled the language requirement prior to enrolling at USD. They are those who have:

- scored 3 or higher on an AP language or AP (foreign) literature exam;
- scored 5 or higher on an IB exam;
- scored 50 or higher on a CLEP exam;
- earned a high school diploma from a school outside of the U.S. if instruction was not conducted in English;
- already completed three semesters of transferable college-level courses in a language.

It is the responsibility of these students to see that USD receives an official test score report or official college transcripts. Students who went to high school outside of the U.S. must submit a copy of their high school transcript to the department chair before a waiver of requirement can be issued.

Please refer to our Web page for additional courses.

FRENCH

Michèle Magnin, Ph.D., Area Coordinator

Richard J. Stroik, Ph.D.

Jacques Wendel, Ph.D.

The French language is the vehicle for a rich culture and civilization. It is a humanistic, lively, modern language encountered not only in gastronomy, fashion, and travel, but also in industry, ecology, economics, and commerce. French thinkers have traditionally been in the avant-garde of intellectual life, which makes a working knowledge of this language invaluable to scholars in all fields, just as it is indispensable for teachers, translators, and diplomats.

For French majors, another major is recommended, as well as at least a minor in another language (English, German, Italian, Spanish) and a background in Latin.

Students are strongly encouraged to take advantage of the USD International Study Programs described earlier in this *Bulletin*, including "Intermediate French in France," when offered in the summer.

Preparation for the Major

A grasp of the fundamentals of French grammar and syntax, a correct pronunciation, and ease in oral expression (French 202 or the equivalent).

The Major

The 24 units of upper-division work must include French 301 and 303 or their equivalent and a minimum of three courses at the level of 320 or above. A minimum of 15 upper-division units must be taken on campus.

The Minor

Two options are available:

1. 18 units: at least 9 of the 18 units must be in upper-division courses: French 301, 302, 303, and 310 are recommended.
2. 12 units of upper-division courses. Prerequisites: Fourth semester competency in French and approval by department chair.

A minimum of 6 upper-division units must be taken on the San Diego campus.

R E C O M M E N D E D P R O G R A M O F S T U D Y

All students should fulfill the language requirement in the freshman and sophomore years and are strongly encouraged to plan their on-campus course of study with a view to spending at least one semester in a study abroad program. Course listings of affiliated study abroad programs are available from the Study Abroad Office, Founders Hall, room 106.

Lower-Division Courses (FREN)**101 [001] Elementary French, First Semester (3)**

First course in French. Introductory course to French life, language, and grammar, with stress upon pronunciation and aural comprehension. Meets five times a week. (Every semester)

102 [002] Elementary French, Second Semester (3)

Second course in French. Essentials of French grammar together with writing, reading, pronunciation, and comprehension. Prerequisite: French 101 or equivalent. Meets five times a week. (Every semester)

201 [003] Intermediate French, First Semester (3)

Third course in French. Confirmation and extension of rules of French grammar; intensive oral, aural, and written practice. The Business and Summer Tracks (see below) are open to all students and prepare equally well for French 202. Successful completion of any French 201 track satisfies the General Education requirement. Prerequisite: French 102 or equivalent.

201 [003B] Intermediate French for Business (3)

Third course in French. A review of French grammar and sentence structures. Practice in oral and written French at the intermediate level. The context of the course is French for business. Vocabulary and readings will also enhance ability to communicate in everyday situations. Prerequisite: French 102 or equivalent.

201 [003S] Intermediate French in France (3)

Intensive summer course in France conducted by a USD faculty member. Third course in French. A review of French grammar and sentence structures. Practice in oral and written French at the intermediate level. Vocabulary and readings will also enhance ability to communicate in everyday situations. Direct immersion in French life and culture. The University reserves the right to cancel this course if minimum enrollment is not met or for any other reason. Prerequisite: French 102 or equivalent.

202 [004] Intermediate French, Second Semester (3)

Fourth course in French. Oral and written practice on French idiomatic expression and syntax. Emphasis on accuracy and fluency. Conversation and composition on elements of French culture. Prerequisite: French 201 or equivalent.

Upper-Division Courses (FREN)**300 [100] Advanced French Conversation (3)**

Study of basic notions of phonetics, and review of idiomatic forms, specific vocabulary and diverse means of expression. Oral practice through debates and discussions of current events. Role playing emphasizing cultural content, using experiential methods. Prerequisite: French 202.

301 [101] Advanced Grammar and Composition (3)

Advanced oral and written practice in current French idioms. Required for all advanced courses beyond French 320. Prerequisite: French 202.

302 [105] Introduction to the Analysis of French Literary Texts (3)

Introduction to the analysis of texts selected from representative masterpieces of French literature in all genres. Emphasis will be on close reading of texts, with an overview of the historical evolution of literary styles and genres. Prerequisite: French 202.

303 [103] Cultural Backgrounds of French Civilization (3)

Survey of the social, cultural, and artistic manifestations in French from the Middle Ages to the present. Prerequisite: French 202.

310 [112] French Phonetics (3)

An intensive study of French sounds, diction, and speech and their practical applications. Prerequisite: French 300 or above.

320 [120] Survey of French Literature I: Middle Ages to the 18th Century (3)

Introduction to the major literary works of French literature, in their socio-cultural context, from epic literature to the Age of Enlightenment. Prerequisite: French 301 or above.

321 [121] Survey of French Literature II: From the French Revolution to the Second Half of the 20th Century (3)

Introduction to the literary works of French literature, in their socio-cultural context, from the end of the 18th century to the second half of the 20th century. Prerequisite: French 301 or above.

403 [115] Contemporary French Civilization (3)

An in-depth study of major facets of the modern French way of life, with special emphasis on the problems resulting from the rapid evolution of the past 30 years. Prerequisite: French 300 or above.

410 [130] French Theater (3)

Study of selected masterpieces of dramatic literature that reflect France's people and culture, and the evolution through the ages. Prerequisite: French 301 and 302.

411 [131] French Prose (3)

Study of a variety of French non-fiction and fiction (other than the novel) such as *essais*, *pensées*, *discours*, *contes*, *fabliaux*, *nouvelles*, *sermons*, etc. This course will

examine the richness of French thought and storytelling through the ages. Prerequisite: French 301 and 302.

412 [132] French Novel (3)

Study of selected novels reflecting the evolution of the novelistic genre, and portraying French society through the ages. The course may include major works by such authors as l'Abbé Prévost, Balzac, Stendhal, Flaubert, Zola, Gide, Camus, Colette, Queneau, de Beauvoir, Tournier, Duras, Ernaux, and others. Prerequisite: French 301 and 302.

413 [133] French Poetry (3)

Study of French poetry and poetic forms from the Middle Ages to the present. Prerequisite: French 301 and 302.

414 [142] French Women Writers (3)

Study of representative works of French women writers from Marie de France to the present in their historical and social milieu. Prerequisite: French 301 and 302. Cross-listed as a gender studies course.

493 [193] Field Experience in French (1-3)

Placement in a community agency where developed language skills will be utilized. A maximum of 2 units may be applied toward the major, none toward the minor. Prerequisite: Community placement requires approval of department chair.

494 [194] Topics in French Literature, Language, or Culture (3)

Study at an advanced level of French literature, language, or culture. Topics may include specific authors, periods, or linguistic studies such as: Business French, Francophone literature, French stylists, Voltaire, Hugo, etc. Selected subjects will be announced in the directory of classes. This course may be repeated when the topic changes. Prerequisite: French 302 and 320 or above.

499 [199] Independent Study (1-3)

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor. Prerequisite: Approval of department chair.

GERMAN

Christiane Staninger, Ph.D., Area Coordinator

Brigitte L. Heimers, Ph.D.

The primary objective of the German program is to create a rewarding experience in language, culture, and civilization, and to provide students with a marketable skill in their careers in the fields of industry, economics, and commerce as well as the sciences, the humanities, and international relations. From a business point of view, German is one of the most important languages in the world.

Students are strongly encouraged to take advantage of the USD International Study Programs described earlier in this *Bulletin*.

The Minor

Two options are available:

1. 18 units: at least 9 of the 18 units must be in upper-division courses.
2. 12 units of upper-division courses. Prerequisite: Fourth semester competency in German and approval by department chair.

A minimum of 6 upper-division units must be taken on the San Diego campus.

Lower-Division Courses (GERM)

101 [001] Elementary German, First Semester (3)

First course in German. Essentials of basic grammar with stress upon pronunciation, reading, and aural comprehension. Meets five times a week.

102 [002] Elementary German, Second Semester (3)

Second course in German. A continuation on the basis of German 101 with emphasis on reading, writing, grammar, pronunciation, elementary conversation. Prerequisite: German 101 or equivalent.

201 [003] Intermediate German, First Semester (3)

Third course in German. Complete review of grammar and syntax. Intensive oral and written practice to develop accuracy and fluency in the use of the language, stressing the grammatical aspects of German to master a basic, habitual proficiency in reading, writing, and comprehension; cultural aspects of German life. The Business and Summer Tracks (see below) are open to all students. Prerequisite: German 102 or equivalent.

201 [003B] Business German (3)

Intermediate Level. Third course in German. A review of German grammar and sentence structures. Practice in oral and written German at the intermediate level. The context of the course is German for business. Vocabulary and readings will also enhance ability to communicate in everyday situations. Prerequisite: German 102 or equivalent.

201 [003S] Intermediate German in German-speaking Europe (3)

Intensive summer course in Germany, Austria, or Switzerland conducted by a USD faculty member. Third course in German. A review of German grammar and sentence structures. Practice in oral and written German at the intermediate level. Vocabulary and readings will also enhance ability to communicate in everyday situations. Direct immersion in the life and culture of German-speaking people. The University reserves the right to cancel this course if minimum enrollment is not met or for any other reason. Prerequisite: German 102 or equivalent.

202 [004] Intermediate German, Second Semester (3)

Fourth course in German. A continuation of German 201; increased emphasis upon the study of German life, history, and society. Prerequisite: German 201 or equivalent.

Upper-Division Courses (GERM)**301 [101] Advanced Composition (3)**

Oral and written practice in current German idioms. Readings and interpretation of modern German plays and prose; techniques for plot and character analysis. Prerequisite: German 202 or equivalent. German 301 or equivalent is prerequisite for all advanced courses.

302 [102] Readings in German Literature (3)

Assigned readings in modern literature; class reports on literary topics of prose and poetry. Prerequisite: German 301 or equivalent.

303 [103] Cultural Backgrounds of German Civilization (3)

Survey of the social, cultural, and artistic manifestations in German from the origins to the present. Prerequisite: German 202 or equivalent.

311 [111] German Literature from Goethe to Nietzsche (3)

Survey of German literature from Goethe to Nietzsche (1900). A study of the principal aspects and masterpieces of German literature of each period; historical and linguistic development of German culture. Prerequisite: German 301 or equivalent.

312 [112] German Literature from 1900 to the Present (3)

A survey of German literature from 1900 to the present. Important movements, authors, and works in German literature since the turn of the century. Prerequisite: German 301 or equivalent.

494 [194] Topics in German Literature (3)

Study at an advanced level of major topics of German literature, such as Medieval authors, Renaissance and Baroque masterworks, masterpieces of the Age of Enlightenment, the period of Storm and Stress, Classic and Romantic, Realism, Naturalism, and Modern works of the 20th century; themes, authors, genres. This course may be repeated for credit when the topic changes. Prerequisite: German 302 or equivalent.

499 [199] Independent Study (1-3)

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required as well as preparation of reports to be assigned by the instructor. A maximum of 3 units may be applied toward the minor. Prerequisite: Approval of department chair.

CLASSICAL GREEK

John Fendrick, Ph.D., Area Coordinator

Francis M. Lazarus, Ph.D.

Courses in classical languages are offered for those students who wish to enrich their knowledge of English vocabulary and grammar and become acquainted with Graeco-Roman culture by studying ancient Greek and Latin. Students may consider a major or minor in Interdisciplinary Humanities with an emphasis in classical studies by completing upper-division courses related to Graeco-Roman culture which are offered in other departments (such as Religions of Ancient Greece, History of Ancient Greece and Rome, etc.).

Courses (GREK)**101 [001] Elementary Greek, First Semester (3)**

First course in Greek. Introduction to Ancient (Attic) Greek. The fundamentals of Ancient Greek morphology, syntax, and vocabulary, with emphasis on the use of the language as it appears in the literature of 5th century Athens and the Bible. Study of English vocabulary derived from Greek.

102 [002] Elementary Greek, Second Semester (3)

Second course in Greek. A continuation of Greek 101. Further study of morphology and syntax of Ancient (Attic) Greek. Easier readings excerpted from the writings of Aesop and Apollodorus. Extended passages from the New Testament. Prerequisite: Greek 101 or equivalent.

201 [003] Intermediate Greek, First Semester (3)

Third course in Greek. Review and further study of grammar and vocabulary of Ancient (Attic) Greek. Readings taken from the writings of Xenophon, Herodotus, and the Bible. Introduction to the epic poetry of Homer. Prerequisite: Greek 102 or equivalent.

202 [004] Intermediate Greek, Second Semester (3)

Introduction to Greek literature and composition.

This course introduces the student to a variety of classical, biblical, and early Christian authors through graded readings. In addition, students will learn to write simple Greek prose to strengthen their skill in mastering the complicated inflections and syntax of language. Prerequisite: Greek 201 or equivalent.

ITALIAN

Susan Briziarelli, Ph.D., Area Coordinator

Because of its vast richness, the study of Italian language and culture has something to offer for everyone. The lower-division language classes give students the strong base in oral and written skills that will prepare them for a successful period of study in Italy, completion of the Italian minor, or simply give them the fundamental tools for developing conversational fluency. The minor in Italian is an excellent complement to a number of different disciplines such as art history, political science, business, literature, and philosophy. Upper-division courses are aimed at encouraging individual exploration of the country, its culture, and its literature, while at the same time building and reinforcing language proficiency.

The Minor

Two options are available:

1. 18 units: at least 9 of the 18 units must be in upper-division courses.
2. 12 units of upper-division courses. Prerequisite: Fourth semester competency in Italian and approval by department chair.

A minimum of 6 upper-division units must be taken on the San Diego campus.

Students are strongly encouraged to take advantage of the USD International Study Programs, including "Intermediate Italian in Italy" (see below), when offered in the summer.

Lower-Division Courses (ITAL)**101 [001] Elementary Italian, First Semester (3)**

Essentials of Italian grammar together with stress upon pronunciation, reading, and aural comprehension.

102 [002] Elementary Italian, Second Semester (3)

Second course in Italian. Same basic orientation as in Italian 101. Learning of basic grammar. Acquisition of new vocabulary consolidated through conversation, stressing not only pronunciation and aural comprehension, but also some aspects of Italian life and culture. Prerequisite: Italian 101 or equivalent.

201 [003] Intermediate Italian, First Semester (3)

Third course in Italian. Review of grammar and syntax. Acquisition of new vocabulary consolidated through conversation, stressing not only pronunciation and aural

comprehension, but also some aspects of Italian life and culture. Summer Track (see below) prepares equally well for Italian 202 and is open to all students. Prerequisite: Italian 102 or equivalent.

201 [003S] Intermediate Italian in Italy (3)

Intensive summer course in Italy conducted by a USD faculty member. Third course in Italian. Review of grammar and syntax. Acquisition of new vocabulary consolidated through conversation, stressing pronunciation and aural comprehension with direct immersion in Italian life and culture. The University reserves the right to cancel this course if minimum enrollment is not met or for any other reason. Prerequisite: Italian 102 or equivalent.

202 [004] Intermediate Italian, Second Semester (3)

Fourth course in Italian. Reading of selected works by well-known contemporary Italian authors. Practice in composition and grammar for a solid base and increased fluency in the language. Prerequisite: Italian 201 or equivalent.

230 [030] Intermediate Conversation (3)

Intensive drill in spoken Italian based on assigned topics. Prerequisite: Italian 201 or 202 or equivalent.

Upper-Division Courses (ITAL)**301 [101] Advanced Composition (3)**

Further development of oral and writing skills. Continued study of the grammatical structure of Italian with emphasis on idiomatic expressions and syntax. Reading of modern authors to consolidate the learning of idiomatic expressions and prepare for literature classes. Prerequisite: Italian 202 or equivalent.

303 [103] Introduction to Italian Civilization and Culture (3)

General study of the history, geography, and artistic contributions of Italy through texts and audio visual materials. Survey of modern life in Italy. Prerequisite: Italian 202 or equivalent.

304 [104] Survey of Italian Literature (3)

Study of the literary history and major masterpieces of Italian literature from the Middle Ages to the present. Prerequisite: Italian 202 or equivalent.

411 [111] Masterpieces of Italian Literature (3)

Study in depth of style and content of selected modern works. Prerequisite: Italian 202 or equivalent.

494 [194] Topics in Italian Literature (3)

Study at an advanced level of major topics of Italian literature such as Medieval masterworks, Renaissance masterpieces, and Modern works, themes, and authors. May be

repeated for credit when the topic changes. Prerequisite: Italian 304, 411 or equivalent.

499 [199] Independent Study (1-3)

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor. A maximum of 3 units may be applied toward the minor. Prerequisite: Approval of department chair.

JAPANESE

Hiroko Takagi, M.A., Area Coordinator

The Japanese language program introduces students to a totally different way of thinking from that to which speakers of English and European languages are accustomed. Collaborative classroom activities assist with the acquisition of the Japanese writing system, verbal and non-verbal communication, and Japanese culture. The understanding of a language and culture outside of the European sphere will benefit the student who wishes to “think globally.” In the world economy, Japan is second only to the United States. Proficiency in Japanese language and knowledge of the culture will be a strong asset for people in the 21st century.

Students may also flesh out their knowledge of Japan by taking upper-division courses, such as History of Japan, Politics of Japan, Buddhist Faith and Practice, and Studies in Asian Philosophy. These courses are offered by other departments and are taught in English.

Students are strongly encouraged to take advantage of the USD International Study Program in Nagoya, Japan (described earlier in this *Bulletin*). The Japanese program also has a relationship with the San Diego/Yokohama Sister City League, which provides opportunities to meet visiting students, to visit Yokohama and, perhaps, to obtain a summer internship.

Courses (JAPN)

101 [001] Elementary Japanese, First Semester (3)

First course in Japanese. An introduction to the four basic language skills: listening, speaking, reading, and writing (includes Katakana and Hiragana), with emphasis on oral skills. Supplemental practice with audio-visual materials required. Prerequisite: None.

102 [002] Elementary Japanese, Second Semester (3)

Second course in Japanese. Continuation of Japanese 101. Continued development of basic language skills. Increased practice in reading and writing (Katakana, Hiragana, and introduction of 50 Chinese characters, used in context). Relationship between language and culture. Laboratory practice continued. Prerequisite: Japanese 101 or equivalent.

201 [003] Intermediate Japanese, First Semester (3)

Third course in Japanese. Further development of language competence. Practice in oral and written Japanese at the intermediate level, with emphasis on reading and basic composition. Laboratory practice continued. Prerequisite: Japanese 102 or equivalent.

202 [004] Intermediate Japanese, Second Semester (3)

Continued practice in oral and written Japanese. Various styles will be introduced to develop greater accuracy and fluency. Use of authentic modern Japanese materials for better appreciation of the culture. Work in language laboratory required. Prerequisite: Japanese 201 or equivalent.

LATIN

John Fendrick, Ph.D., Area Coordinator

Courses in classical languages are offered for those students who wish to enrich their knowledge of English vocabulary and grammar and become acquainted with Graeco-Roman culture by studying ancient Greek and Latin. Students may consider a major or minor in Interdisciplinary Humanities with an emphasis in classical studies by completing upper-division courses related to Graeco-Roman culture which are offered in other departments (such as Religions of Ancient Greece, History of Ancient Greece and Rome, etc.).

Courses (LATN)

101 [001] Elementary Latin, First Semester (3)

First course in Latin. Essentials of grammar and sentence structure. Study of culture and history through the reading of simple excerpts from Roman literature.

102 [002] Elementary Latin, Second Semester (3)

Second course in Latin. A continuation of Latin 101. Translating brief sections of Latin authors and exploring various facets of Roman culture continue as the nucleus of the course. Prerequisite: Latin 101 or equivalent.

201 [003] Intermediate Latin, First Semester (3)

Third course in Latin. Grammar review. A more intense understanding of Roman experience and thought is achieved by analysis and translation of extended passages of Latin literature. Prerequisite: Latin 102 or equivalent.

202 [004] Intermediate Latin, Second Semester (3)

Introduction to Latin literature. Designed for those who have completed three semesters of the grammar sequence, this course exposes students to a variety of classical and medieval authors through graded readings. Review of grammar as needed. Emphasis on cultural and historical aspects. Prerequisites: Latin 201 or equivalent.

MANDARIN

Shannon Shi, Ph.D., Area Coordinator

The Mandarin language program introduces students to a language and culture outside of the European sphere and will benefit the student who wishes to “think globally.”

The primary objectives of the elementary and intermediate Mandarin courses are to enable the student to communicate in Mandarin and appreciate Chinese civilization and culture. Collaborative classroom activities assist with the acquisition of the Chinese writing system and verbal and non-verbal communication.

Courses (CHIN)**101 [001] Beginning Mandarin, First Semester (3)**

First course in Mandarin. An introduction to the four basic language skills: listening, speaking, reading, and writing, with an emphasis on oral skills. No prerequisite.

102 [002] Beginning Mandarin, Second Semester (3)

Second course in Mandarin. Continuation of the skills developed in Mandarin 101. Increased practice in reading and writing. Acquisition of new vocabulary consolidated through conversation stressing the relationship between language and culture. Prerequisite: Mandarin 101 or equivalent.

201 [003] Intermediate Mandarin, First Semester (3)

Third course in Mandarin. Further development of language competence. Practice in oral and written Mandarin at the intermediate level, with an emphasis on reading and basic composition. Continued acquisition of new vocabulary consolidated through conversation stressing the relationship between language and culture. Prerequisite: Mandarin 102 or equivalent.

SPANISH

Kimberly A. Eherenman, Ph.D., Area Coordinator

Robert R. Bacalski, Ph.D.

Kevin Guerrieri, Ph.D.

Carl I. Jubran, Ph.D.

John L. Marambio, Ph.D.

Alejandro Meter, Ph.D.

Marcie Rinka, Ph.D.

Sandra Robertson, Ph.D.

Maria Cecilia Ruiz, Ph.D.

The primary objectives of the elementary and intermediate Spanish courses are to enable the student both to communicate in Spanish and to learn to appreciate Hispanic civilization and culture. The main objectives of the upper-division Spanish courses (Spanish 300 and above) are to give the student minoring or majoring in Spanish an in-depth knowledge of the structure of the language (grammar and linguistics courses), the civilization

and culture (courses in Hispanic civilization), and the literatures of Spain and Latin America (literature courses).

Students are strongly encouraged to take advantage of the USD Study Abroad Programs described earlier in this *Bulletin*.

Preparation for the Major

A working knowledge of the fundamentals of Spanish grammar and syntax, a correct pronunciation, and ease in oral expression (12 units of lower-division or equivalent).

The Major

The 24 units of upper-division work, which must be selected from Spanish courses numbered 300 or above, must include:

1. Spanish 302 or Spanish 304 or Spanish 305
2. Spanish 301
3. Spanish 303
4. At least one Spanish Linguistics course (306, 411)
5. At least one course in Peninsular Literature (Spanish 320, 321, 422, 423, 424, 425, 426, 427, 429, 494)
6. At least one course in Latin American Literature (Spanish 360, 361, 448, 449, 451, 453, 457, 494)

A minimum of 15 upper-division units must be taken on the San Diego campus. The experience of living in a Spanish-speaking country is highly recommended.

The Minor

Two options:

1. 18 units: at least 9 of the 18 units must be in upper-division courses.
2. 12 units of upper-division courses. Prerequisites: Fourth semester competency in Spanish and approval by department chair.

A minimum of 6 upper-division units must be taken on the San Diego campus.

Lower-Division Courses (SPAN)**101 [001] Elementary Spanish, First Semester (3)**

First course in Spanish. An introduction to the four basic language skills: listening, speaking, reading, and writing. Emphasis is on the first two with extensive pronunciation practice.

102 [002] Elementary Spanish, Second Semester (3)

Second course in Spanish. Continuation of Spanish 101. Review and conclusion of basic language skills. Prerequisite: Spanish 101 or equivalent.

201 [003] Intermediate Spanish, First Semester (3)

Third course in Spanish. A review of Spanish grammar and sentence structure. Practice in oral and written Spanish at the intermediate level. Attention is given to reading and basic composition. The Business Track (see

below) is open to all students and prepares equally well for the next language level. Prerequisite: Spanish 102 or equivalent.

201 [003B] Intermediate Spanish for Business (3)

Intermediate Level. Third course in Spanish. A review of Spanish grammar and sentence. Practice in oral and written Spanish at the intermediate level. The context of the course is Spanish for business. Vocabulary and readings will also enhance ability to communicate in every day situations. Prerequisite: Spanish 102 or equivalent.

202 [004] Intermediate Spanish, Second Semester (3)

Fourth course in Spanish. Reading of selected works by well-known Spanish and Latin American authors. Practice in composition and conversation, with some grammar review for increased fluency in the language. Prerequisite: Spanish 201 or equivalent.

Upper-Division Courses (SPAN)

Spanish 301 and 303 are required before taking Spanish courses numbered 320 or above.

300 [100] Advanced Conversation (3)

A course designed for students who wish to enhance their command of spoken Spanish, including building vocabulary and expanding the use of more advanced grammatical structures. Activities (such as reading and discussing newspaper articles and current events, writing, plan acting and improvisations, questions and interviews, etc.) are conducted in pairs and small groups. This course is not intended for students who already have oral proficiency in the language. Prerequisite: Spanish 202 or equivalent.

301 [101] Advanced Grammar and Composition (3)*

An in-depth study of the grammatical structure of Spanish with emphasis on idiomatic expressions and syntax. Further development of oral and writing skills. Prerequisite: Spanish 202 or equivalent.

302 [102] Civilization of Spain (3)*

An introduction to the cultural, political, and philosophical life of Spain from pre-Roman times to the present. Prerequisite: Spanish 202 or equivalent.

303 [103] Introduction to Hispanic Literature (3)*

An introduction to Hispanic literature through the reading of different genres: narrative, poetry, theater, and essay. Prerequisite: Spanish 202 or equivalent.

304 [104] Civilization of Spanish America (3)*

The history, geography, literary masterpieces, and customs of Spanish America. Prerequisite: Spanish 202 or equivalent.

305 [106] Advanced Spanish for Business and International Trade (3)

Course is designed to enable the student both to become acquainted with the business culture of Spanish-speaking countries and the language of business as used by these countries. Pre-requisite: Spanish 202 or equivalent.

306 [109] Spanish Phonetics (3)*

A study of the production and description of the sounds of Spanish and their similarities and differences with the English sound system. Attention is given to the problems involved in the teaching of Spanish pronunciation to English-speaking students. Prerequisite: Spanish 301 or equivalent.

320 [120] Survey of Spanish Literature I (3)*

A survey of Spanish literature from its origin in the Middle Ages to the end of the Golden Age, circa 1700. Prerequisites: Spanish 301 and 303 or equivalents.

321 [121] Survey of Spanish Literature II (3)*

A survey of Spanish literature from the Enlightenment to the present. Prerequisites: Spanish 301 and 303 or equivalents.

322 [122] Medieval Spanish Literature (3)

Readings from the prose and poetry of the Middle Ages in Spain, from the tenth century to the fifteenth century. Texts may include ballads, epic poetry, lyrical poetry, clerical poetry, courtly poetry, chronicles, didactic prose (including the short story), novels of chivalry, sentimental novels, and religious dramas. Prerequisites: Spanish 301 and 303 or equivalents.

360 [140] Spanish American Literature I – Origins to 1888 (3)*

A survey of representative works and authors of the Colonial period through the 20th century. Introductory readings in Spanish American prose, poetry, and drama. Prerequisites: Spanish 301 and 303 or equivalents.

361 [141] Spanish American Literature II – 1888 to the Present (3)*

A study of literary movements in Spanish America from the Modernist period to the present. Readings in Spanish American prose, poetry, and drama of the time. Prerequisites: Spanish 103 or equivalents.

*Courses marked with an asterisk are required for the Single Subject Teaching Credential

411 [110] Spanish Applied Linguistics (3)*

An introduction to linguistics and its practical applications. Students participate in the practical aspects of classroom techniques for the teaching and learning of Spanish. Prerequisite: Spanish 301 or equivalent.

423 [123] Spanish Literature of the Golden Age (3)

A survey of the masterpieces and authors of Spain's Golden Age in art and letters (1500-1700). Study of works by Garcilaso, Herrera, Gongora, Lope de Vega, Quevedo, Luis de León, Santa Teresa de Avila, San Juan de la Cruz, and others. Readings in the pastoral, chivalresque, and picaresque novels and Renaissance and Baroque poetry. Prerequisites: Spanish 301 and 303 or equivalents.

424 [124] *Don Quijote de la Mancha* (3)

Spain's greatest contribution to world literature, Cervantes' *Don Quijote*, is read and analyzed. Reading and discussion of appropriate critical commentary on *Don Quijote*. Prerequisites: Spanish 301 and 303 or equivalents.

425 [125] Spanish Theater of the Golden Age (3)

A study of the history and characteristics of the Golden Age Spanish theater, from its beginnings, through its development, to its decline (end of 15th century to the death of Calderon in 1681). Reading of representative works by authors such Juan del Encina, Gil Vicente, Lope de Rueda, Lope de Vega, Ruiz de Alarcon, Tirso de Molina, and Calderon. Prerequisites: Spanish 301 and 303 or equivalents.

426 [126] Spanish Literature of the Eighteenth and Nineteenth Centuries (3)

Selected representative works of Spain's foremost dramatists, poets, and prose writers between 1700 and 1900. Prerequisites: Spanish 301 and 303 or equivalents.

427 [127] Twentieth Century Spanish Literature (3)

Intensive readings and discussion of selected works by Spain's major modern writers in the period spanning the Civil War, dictatorship, and democracy. Prerequisites: Spanish 301 and 303 or equivalents.

429 [129] Cinema of Spain (3)

An advanced course in the history of Spanish film and its relationship to Spanish history, literature, art, and society. Prerequisites: Spanish 301 and 303 or equivalents.

448 [148] The Spanish American Short Story (3)

Principal Spanish American short story writers from the genre's beginning in the 19th century to the present. Prerequisites: Spanish 301 and 303 or equivalents.

449 [149] Spanish American Novel (3)

A study of the novels by 20th century Spanish American authors who have contributed to the Latin American literary boom, among them Azuela, Asturias, Cortázar, Vargas Llosa, and García Márquez. Prerequisites: Spanish 301 and 303 or equivalents.

451 [151] Contemporary Spanish American Poetry (3)

Study of the development of Latin American poetry from pre-Columbian times to the present. Prerequisites: Spanish 301 and 303 or equivalents.

453 [153] Mexican Literature and Culture (3)*

A survey of Mexican prose, poetry, and drama containing the principal trends followed in philosophy, music, and painting expressed in literary form. Prerequisites: Spanish 301 and 303 or equivalents.

457 [157] Latin American Cinema (3)

Study at an advanced level of Latin American film since 1950 as a document of a changing society. Includes discussion of the relationship between a literary opus and its cinematic interpretation. Prerequisites: Spanish 301 and 303 or equivalents.

493 [193] Field Experience in Spanish (1-3)

Placement in a community agency where developed language skills will be utilized. A maximum of two units may be applied to the major, none to the minor. Prerequisite: Community placement requires approval by department chair.

494 [194] Topics in Hispanic Literature (3)

Study at an advanced level of special topics of Spanish and/or Spanish-American literature, such as Medieval authors, Golden Age theater, magic realism, indigenous literature, women writers, and Chicano literature in Spanish. Selected subjects will be announced in the *Directory of Classes*. This course may be repeated for credit when the topic changes. Prerequisites: Spanish 301 and 303 or equivalents.

499 [199] Independent Study (1-3)

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required as well as preparations of reports to be assigned by the instructor. A maximum of three units may be applied to the major, none to the minor. Prerequisite: Approval of department chair.

*Courses marked with an asterisk are required for the Single Subject Teaching Credential

LIBERAL STUDIES

Program Coordinator
Octavia Davis, Ph.D.

Concentration Coordinators
Mary Quinn, Ph.D., English
Jim Gump, Ph.D., History
Perla Myers, Ph.D., Mathematics
Lisa Baird, Ph.D., Biology
Anne Sturz, Ph.D., Marine Science
Angelo Orona, Ph.D., Anthropology
Kimberly Eherenman, Ph.D., Languages and Literatures
Duncan McCosker, M.F.A., Art
Sally Yard, Ph.D., Art History
Kay Etheridge, D.M.A., Music
Colleen Kelly, M.F.A., Theatre

THE LIBERAL STUDIES MAJOR

The Liberal Studies (LS) major is a California state-approved subject matter preparation program for students interested in becoming elementary school teachers. This major is open only to students intending to pursue Preliminary Multiple Subjects, BCLAD (bilingual), or Education Specialist Credentials. (Students interested in liberal studies who do not plan to become teachers may wish to consider the Interdisciplinary Humanities major listed in this *Bulletin*. The Interdisciplinary Humanities major does not satisfy requirements for the Multiple Subjects Credential.)

The Liberal Studies major consists of core courses, concentration courses, and professional preparation courses. The core courses provide instruction in the content that is tested on the California subject matter competency exam (California Subject Examination for Teachers/CSET). Only grades of C or higher satisfy core and concentration course requirements. Only grades of B- or higher in professional preparation courses satisfy requirements for teaching credentials. Courses in the major may not be taken pass/fail. The course English 306W includes the capstone requirement for the core of the program and should be taken after completion of the core courses. The CSET must be passed prior to student teaching.

The LS major is a nine-semester program that can be finished in four years if students carry 18 units per semester and/or take courses during the summer and/or Intersession. To make graduation within four years possible, the LS major offers two innovative summer programs called the Summer Arts and Science Camps. Each six-week session is reserved for future teachers and integrates activities in science and the arts. Students may take one camp in each of two summers. LS majors take professional preparation courses concurrently with core courses starting in the sec-

ond semester of the sophomore year. In order to complete requirements successfully, students should apply to the Teacher Credential Program in the second semester of the sophomore year. Students must be admitted into the Credential Program prior to enrolling in methods courses.

Students are urged to declare the LS major as soon as possible to ensure rapid and efficient progress through the degree. Students must meet regularly with their Liberal Studies Core advisor and the LS Coordinator throughout their enrollment. Upon admission to the Teacher Credential Program, students should also meet regularly with their School of Education Credential advisor and the School of Education Credential Analyst. Information on the credential application process and the credential requirements can be obtained from the LS Coordinator or the School of Education Credential Analyst.

Students who successfully complete all program requirements except the student teaching may choose to graduate with a bachelor's degree and complete the student teaching as graduate students. Students who meet University requirements for graduation but do not meet all program requirements for entry into student teaching (see School of Education section of this *Bulletin*) may graduate with the Liberal Studies major if they have completed at least 9 professional preparation units.

Liberal Studies majors must save all major assignments and exams completed in core courses for possible inclusion in the Content Portfolio to be created in English 306W.

CORE COURSES (85-97 units)

Study of Language (15-27 units)

English (15 units)

English 122 – Composition and Literature for Educators (3)

Choose one:

English 225 – Studies in American Literature (3)

English 228 – Studies in World Literature (3)

Required:

English 231 – Children's Literature (3)

English 306W – Advanced Composition for Educators (3)

Note: This course is the LS capstone and should be taken after the completion of the core courses.

English 318 – Development of the English Language (3)

Foreign Language Lower Division (0-12 units)

Students must demonstrate third semester competency by course work or examination. BCLAD candidates must meet fourth semester competency in Spanish.

Study of Mathematics (9 units)

Mathematics 115 – College Algebra (3)

Mathematics 200 – Mathematical Concepts for Elementary Teachers I (3)

Mathematics 300 – Mathematical Concepts for Elementary Teachers II (3)

Study of Science (3 units)*Life Science (3 units)*

Biology 110 – Life Science for Educators (3)

Study of Social Sciences and History (15 units)*History (12 units)*

History 116 – World History II (3)

History 117 – American Civilization I (3)

History 118 – American Civilization II (3)

History 389 – California History (3)

Political Science: (3 units)

Choose one:

Political Science 100 – Introduction to Political Science (3)

Political Science 125 – American Politics (3)

Study of Humanities (18 units)*Theology and Religious Studies (9 units; 3 units must be upper-division)*

Theology and Religious Studies 112 – Introduction to World Religions (3)

Theology and Religious Studies 116 – Introduction to Biblical Studies (3)

One upper-division course

Philosophy (9 units)

Choose one:*

Philosophy 101 – Introduction to Logic (3)

Mathematics 160 – Logic for Math and Computer Science (3)

*Students who choose the Concentration in Mathematics are encouraged to satisfy the GE Logic requirement with Mathematics 160

Required:

Philosophy 341 – Ethics and Education (3)

One additional course other than logic or ethics, e.g. Philosophy 110, 111, 112, 114, 481, 483

Visual and Performing Arts (3 units)

Music 200 – Comprehensive Musicianship for Educators (3)

Physical Education (3 units)

Education 360 – Physical Education in the Elementary Schools (3)

Human Development (6 units)

Psychology 101 – Introductory Psychology (3)

Psychology 314 – Developmental Psychology: Childhood and Adolescence (3)

Summer Arts and Science Camps (13 units)**Camp A: Discovery Science and Drama*

Chemistry 105 – Physical Sciences for K-8 Teachers (3)

Theatre 155 – Theatre in Education (3)

Camp B: Physical Geography and Visual Art

Environmental Studies 109 – Introduction to Physical Geography (4)

Visual Arts 350 – Art Fundamentals (3)

*Courses may also be taken during the semester, but semester courses are not integrated.

CONCENTRATIONS (12-15 units)

The Concentration provides broad, primarily upper-division study in a subject area that forms a part of the elementary school curriculum. Select one Concentration.

Art (12 units)

Choose one of the following tracks:

Art History Track

Prerequisite:

Art History 334 – Art of the Twentieth Century in Europe and the Americas (3)

Choose three:

Art History 333 – Modern Art: 1780-1920 (3)

Art History 336 – History and Theory of Photography (3)

Art History 339 – Museum Studies (3)

Art History 382 – Public Art Studio Seminar (3)

3D/Sculpture Track

Prerequisite:

Visual Arts 104 – Foundations in Form, Space, and Time (3)

Required:

Visual Arts 364 – Introduction to Sculpture: Form, Content, Context (3)

Visual Arts 367 – 3D Metalworking Studio (3)

Select a third upper-division course in consultation with the Art Concentration Coordinator (3)

Visual Communication and Graphic Design Track

Prerequisite:

Visual Arts 103 – Design Foundations (3)

Required:

Visual Arts 108 – Computation in Design and Art (3)

Visual Arts 300 – Visual Communications (3)

Choose one:

Visual Arts 308 – Advanced Computation in Design and Art (3)

Visual Arts 401 – Advanced Visual Communications (3)

Photography Track

Prerequisite:

Visual Arts 160 – Photography (3)

Required:

Visual Arts 353 – Color Photography (3)

Select two upper-division courses in consultation with the Art Concentration Coordinator (6)

Painting and Drawing Track

Prerequisite:

Visual Arts 101 – Fundamentals of Drawing (3)

Required

Visual Arts 302 – Intermediate Drawing (3)

Visual Arts 328 – Fundamentals of Painting (3)

Select a third upper-division course in consultation with the Art Concentration Coordinator (3)

History (12 units)

Choose one:

History 111 – Western Civilization I (3)

History 112 – Western Civilization II (3)

Choose one:

History 346 – Topics in Medieval and Early Modern Europe (3)

History 347 – Topics in Modern Europe (3)

History 358 – Topics in Modern World History (3)

Choose two:

History 359 – Modern Middle East (3)

History 360 – Colonial Latin America (3)

History 361 – Modern Latin America (3)

History 364 – Topics in Asian History (3)

History 365 – History of China (3)

History 366 – History of Japan (3)

History 368 – History of Africa (3)

History 384 – History of Mexico (3)

Life Science (13-15 units)

Prerequisite/Required:

Biology 190 – Introduction to Genetics, Ecology, and Evolution (3)

Biology 221 – Biology of Organisms (3)

Biology 221L – Biology of Organisms Laboratory (1)

Biology 225 – Introduction to Cell Processes (3)

Biology 225L – Introduction to Cell Processes Laboratory (1)

Choose one:

Biology 344 – Plant Systematics (4)

Biology 346 – Vertebrate Natural History (4)

Biology 350 – Invertebrate Zoology (4)

Biology 361 – Ecological Communities of San Diego County (2)

Literature (12 units)

Required:

English 222 – Poetry (3)

English 358 – American Ethnic Literature (3)

Choose two:

English 348 – Nineteenth Century Novel (3)

English 356 – American Fiction to 1914 (3)

English 357 – Modern American Nonfiction (3)

English 359 – Modern American Fiction (3)

English 360 – Modern Poetry (3)

English 362 – Modern Drama (3)

English 364 – Postcolonial Studies (3)

English 366 – Modern European Literature (3)

English 368 – Modern British Fiction (3)

English 374 – Gender and Literature (3)

Marine Science (12 units)

Required:

Marine Science 120 – Introduction to Physical Oceanography (4)

Environmental Studies 121 – Life in the Ocean (4)

Environmental Studies 331W – Coastal Environmental Science (4)

Mathematics (13-15 units)

Note: Other choices are possible for students with advanced standing in Mathematics. Please consult with the Mathematics Concentration Coordinator before selecting courses.

Required:

Mathematics 120 – Introduction to Probability and Statistics (3)

Mathematics 150 – Calculus I (4)

Choose two:

Computer Science 150 – Computer Programming I (4)

Mathematics 112 – Investigations in Modern

Mathematics (3)

Mathematics 151 – Calculus II (4)

Mathematics 160 – Logic for Mathematics and Computer Science (3); also satisfies the GE logic requirement

Mathematics 320 – Linear Algebra (3)*

* Mathematics 151 is a prerequisite

Multicultural Studies (15 units)

Sociology – Prerequisite:

Sociology 101 – Introduction to Sociology (3)

Required:

Sociology 331 – Race and Ethnic Relations (3)

Choose one:

Note: Other choices, including Ethnic Studies, may be possible in consultation with the Multicultural Studies

Concentration Coordinator.

Sociology 311 – Popular Culture (3)

Sociology 320 – U.S. Society (3)

Sociology 357 – Social Stratification (3)

Sociology 363 – Urban Sociology (3)

Sociology 370 – Sociology of Education (3)

Anthropology – Choose two:

Anthropology 320 – North American Indian Cultures (3)

Anthropology 321 – California and Great Basin Indian Cultures (3)

Anthropology 323 – Southwest Cultures (3)

Anthropology 327 – South American Indian Cultures (3)

Anthropology 328 – Caribbean Cultures (3)

Anthropology 370 – Indigenous Religions (3)

Anthropology 380 – Cultural Diversity (3)

Music (12-14 units)

Choose one of the following tracks:

Note: Other choices may be possible in consultation with the Music Concentration Coordinator.

Music Theory Track

Music 120 – Fundamentals of Music Theory (3)

Music 130 – History of Western Music (3)

Music 210 – Aural and Keyboard Skills I (1)

Music 211 – Aural and Keyboard Skills II (1)

Music 220 – Harmony I (3)

Music 221 – Harmony II (3)

Music History Track

Choose one:

Music 110 – Introduction to the Materials of Music (3)

Music 120 – Fundamentals of Music Theory (3)

Required:

Music 130 – History of Western Music (3)

Music 440 – Topics in World Music (3)

Choose one:

Music 330 – Music History I: 850-1750 (3)

Music 331 – Music History II: 1750-present (3)

Spanish Language and Latin American Cultures (15 units; required for BCLAD)

Anthropology – Prerequisite:

Anthropology 102 – Introduction to Cultural

Anthropology (3)

History – Required:

History 383 – Chicano History (3)

Spanish – Required:

Spanish 301 – Advanced Grammar and Composition (3)

Spanish 303 – Introduction to Hispanic Literature (3)

Spanish 304 – Civilization of Spanish America (3)

Theatre (13 units)

Required:

Theatre 120 – Technical Theatre (4)

Theatre 120L – Theatre Lab (0)

Theatre 130 – Acting I (3)

Choose one:

Theatre 220 – Fundamentals of Design (3)

Theatre 235 – Acting II (3)

Choose one additional course from the following:*

Theatre 220 – Fundamentals of Design (3)

Theatre 225 – Costume and Make-up (3)

Theatre 235 – Acting II (3)

Theatre 320 – Set and Lighting Design (3)

Theatre 330 – Costume Design (3)

Theatre 335 – Acting III (3)

Theatre 340 – Voice and Speech (3)

Theatre 350 – Theatre Movement (3)

Theatre 360W – Theatre History (3)

Theatre 365W – Playwriting (3)

Theatre 369W – Contemporary Theatre (3)

Theatre 445 – Producing and Directing (3)

Theatre 455 – Stage Management (3)

Theatre 475Y – Theatre and Community Seminar (3)

Theatre 494 – Special Topics in Theatre (3)

*Some upper-division courses may have prerequisites

PROFESSIONAL PREPARATION (33-39 units)

The School of Education offers a variety of credentials for students who intend to become teachers. Two credential programs are offered for students interested in teaching at the elementary level: Multiple Subjects and Multiple Subjects/BCLAD (bilingual). Three credential programs are offered for students interested in becoming Special Education teachers: Mild/Moderate (grades K-12), Moderate/Severe (grades K-12), and Early Childhood Special Education (Birth-Pre-Kindergarten).

The Professional Preparation courses and eligibility requirements for student teaching are detailed in the School of Education section of this *Bulletin*.

*L*IBRARY *S*CIENCE

Edward D. Starkey, M.S.L.S., M.A., University Librarian
 Amy Besnoy, M.L.S.
 Michael J. Epstein, M.A., M.L.S.
 Diane Maher, M.A., M.L.S.
 Alma C. Ortega, M.L.I.S., M.A.
 Karen Sharpe, M.S., M.L.S.
 Tamara L. Shaw, M.A., M.L.S.
 Margit Smith, M.A., M.L.S.
 Steve Staninger, M.A., M.L.S.

COURSES (LIBR)

101 [001] Research Methods (3)

The goal of this course is to instruct students in the use of an academic library's printed and electronic resources to find and evaluate critical information for all disciplines both within libraries and on the Internet. Students are encouraged to think about how information is structured and disseminated as well as the ethical use of information in society.

103 Information Literacy and Research Strategies (3)

This course will teach the skills needed to effectively gather information to support educational and research needs in diverse formats. Topics include formulating research questions, the evaluation and presentation of information, ethical uses of information, effective search methods, citation practices, exploration of multiple literacies, and relevant readings and writings with discussions prompted by current issues.

*M*ARINE *S*CIENCE

Anne A. Sturz, Ph.D., Chair
 Elizabeth D. Baker Treloar, M.S.
 Michel A. Boudrias, Ph.D.
 Hugh I. Ellis, Ph.D.
 Sarah C. Gray, Ph.D.
 Ronald S. Kaufmann, Ph.D.
 Mary Sue Lowery, Ph.D.
 Zhi-Yong Yin, Ph.D.

Adjunct
 Alberto Zirino, Ph.D.

THE MARINE SCIENCE MAJOR

The Marine Science major, offered by the Department of Marine and Environmental Studies, is intended for students interested in the natural sciences as well as the marine world. It provides a rigorous curriculum that is intended to prepare students to go on to graduate studies or directly into oceanographic work. A core of oceanography courses unifies the Marine Science major, but the majority of the science curriculum comes from a concentration that the student elects from the natural sciences (Biology, Chemistry, or Physics). The student majoring in Marine Science is encouraged to select an advisor from his or her area of concentration as soon as possible. A list of advisors is available from the Chair of the Department of Marine and Environmental Studies.

Preparation for the Major

Lower-division courses required of Marine Science majors include Marine Science 120, Environmental Studies 210, Chemistry 151/151L and 152/152L, Biology 190, 221/221L, Physics 136, 137 (or 270, 271), and Mathematics 150. Mathematics 151 is recommended for students who anticipate going to graduate school.

Major Requirements

The major is made up of a core of Marine Science courses and a concentration of courses in a particular discipline (called the "Pathway").

The Marine Science Core

Sixteen units of upper-division courses in Marine Science are required. Marine Science 350, 351W, and 452 are all laboratory courses.

Marine Science 329 – Law of the Sea (3) (=Political Science 329)

Marine Science 350 – Geological Oceanography (4)

Marine Science 351W – Biological Oceanography (4)
 (=Biology 351W)

Marine Science 452 – Physical and Chemical Oceanography (4)

Marine Science 495 – Senior Seminar (1)

The Pathways

The majority of upper-division units in this major are associated with the particular pathway selected; the units differ according to the specific pathway. The pathways associated with this major are Biology, Chemistry, and Physics.

1. Biology Pathway (29 units)

- Biology 225 and 225L – Introduction to Cell Processes (4)
- Biology 300 – Genetics (3)
- Biology 350 – Invertebrate Zoology (4)
- Biology 460 – Ecology (4)
- Biology 477/477L or 478/478L – Invertebrate or Vertebrate Physiology (4)
- Chemistry 301/301L – Organic Chemistry (4)
- Electives from Biology, Marine Science, or Environmental Studies (6) (appropriate to pathway; requires consent of advisor)

2. Chemistry Pathway (24 units)

- Chemistry 220 – Analytical Chemistry (3)
- Chemistry 301/301L – Organic Chemistry (6)
- Chemistry 302/302L – Organic Chemistry Lab (2)
- Chemistry 311 – Physical Chemistry (3)
- Chemistry 355 – Environmental Chemistry (=Environmental Studies 355) (4)
- Electives from Chemistry, Marine Science, or Environmental Studies (6) (appropriate to pathway; requires consent of advisor)

3. Physics Pathway (24-26 units)

- Physics 270 – Introduction to Mechanics and Wave Motion (4) (instead of Physics 136)
- Physics 271 – Introduction to Thermodynamics, Electricity and Magnetism (4) (instead of Physics 137)
- Physics 272/272L – Introduction to Optics and Modern Physics (3)
- Marine Science 477/477L – Introduction to Fluids (=Physics 477/477L) (3)
- Marine Science 479/479L – Atmospheric Science (=Physics 479/479L) (4)
- Mathematics 151/250 – Calculus II and III (8)
- Take two courses from the following:
 - Physics 314 – Analytical Mechanics (4)
 - Physics 320 – Electronics (4)
 - Physics 324 – Electromagnetic Theory I (3)
 - Physics 325 – Electromagnetic Theory II (3)
- A maximum of four units may be taken from Marine Science 496-499 series.

A maximum of three units of Marine Science 496 and 498 may be used in any combination to satisfy course requirements of the major.

THE MINOR

Because of the prerequisites and orientation of the courses in Marine Science, this minor is intended for students majoring in natural sciences, mathematics, or computer science. Given the nature of the majors this minor is designed to accompany, students should be aware that a

R E C O M M E N D E D P R O G R A M O F S T U D Y B I O L O G Y P A T H W A Y			
FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I Biology 190 (3) or Marine Science 120 (4) Mathematics 150 (4) Chemistry 151 (3) Chemistry 151L (1) GE or Electives (3-6)	SEMESTER I Environmental Studies 210 (4) Biology 225/225L (4) Chemistry 301 (3) Chemistry 301L (1) GE (3-4)	SEMESTER I Marine Science 350 (4) Physics 137 (4) Biology Elective (3-4) GE or Electives (3-5)	SEMESTER I Marine Science 351W (4) Biology 477/477L (4) or Biology Elective (3-4) Marine Science 495 (1) or Elective GE or Electives (6)
SEMESTER II Biology 190 (3) or Marine Science 120 (4) Biology 221/221L (4) Chemistry 152 (3) Chemistry 152L (1) GE or Electives (3-5)	SEMESTER II Biology 300 (3) Physics 136 (4) GE or Electives (6-8)	SEMESTER II Biology 460 (4) or Marine Science 452 (4) Biology 460W (4) or Biology 350 (4) Marine Science 329 (3) GE or Electives (3-6)	SEMESTER II Marine Science 452 or Biology 478/478L (4) Marine Science 495 (1) or Elective Biology Elective (3) GE or Electives (6)

The recommended programs of study are examples of how courses may be arranged in any of the three anticipated pathways described above. They do not represent the only combination of courses possible; students are encouraged to discuss their curriculum schedules with their advisors as early in their careers as possible.

Marine Science minor with many of the appropriate majors represents a difference in emphasis, not a substantial reduction in units from the Marine Science major with the corresponding pathway. A minimum of 18 units outside the major are required, nine of which are upper-division units, including:

Lower-Division Preparation

Marine Science 120 and two of the following:
Environmental Studies 210 and/or Biology 190, 221/221L, and/or Chemistry 152/152L, and Physics 137 or 271

Upper-Division Core

Two of the following:

Marine Science 350 – Geological Oceanography
(Prerequisite: Environmental Studies 210)
Marine Science 351W – Biological Oceanography
(Prerequisites: Biology 190 and 221/221L)
Marine Science 452 – Physical and Chemical Oceanography (Prerequisites: Chemistry 152/152L and Physics 137 or 271)

COURSES (MARS)

101 [001] Physical Aspects of the Ocean (3)

The chemistry and physics of sea water, its circulation and physical properties; tides; currents; waves; and shoreline processes will be studied. The topography and geology of the ocean basin and the distribution and nature of marine sediments will also be studied. This course will satisfy the General Education requirement for a physical science and, when a laboratory is offered as a part of the course, for a General Education laboratory course, but will not satisfy the

requirements of either the Marine Science or Environmental Studies major without the consent of the director of the program. Two lectures and one laboratory or field experience per week; may be taught without laboratory. (Every semester)

120 [020] Introduction to Physical Oceanography (4)

The chemistry and physics of sea water, its circulation and physical properties; tides; currents; waves; shoreline processes; and the topography of the ocean basin will be studied. This course is intended for students majoring in either Marine Science or Environmental Studies. Three lectures and one laboratory per week. Prerequisite: Concurrent enrollment in Chemistry 111 or 151/151L, or consent of instructor. (Every semester)

329 [153] Law of the Sea (3)

A study of the regimes of the sea, including fisheries and law enforcement and coastal management zones. The politics of ocean regulation will be examined with special attention to law of the sea negotiations involving strategic and economic prospects for the oceans. Cross-listed as Political Science 329.

338 [138] Aquaculture (2)

An overview of (mainly) marine aquaculture worldwide. Specific local examples and guest lectures by local aquaculturists. Field trips to local aquaculture facilities may be required.

350 [150] Geological Oceanography (4)

The origin and geologic history of the ocean basin, with a detailed investigation of the theory of plate tectonics. A study of the igneous and sedimentary deposits,

RECOMMENDED PROGRAM OF STUDY CHEMISTRY PATHWAY

FRESHMAN YEAR

SEMESTER I
Biology 190 (3)
Chemistry 151/151L (4)
Marine Science 120 (4)
Mathematics 150 (4)

SEMESTER II
Biology 221/221L (4)
Chemistry 152/152L (4)
GE (6-9)

SOPHOMORE YEAR

SEMESTER I
Chemistry 220 (4)
Chemistry 301/301L (4)
Physics 136 (4)
GE or Electives (3-6)

SEMESTER II
Environmental Studies 210 (4)
Chemistry 302/302L (4)
Physics 137 (4)
GE or Electives (3-6)

JUNIOR YEAR

SEMESTER I
Chemistry 311 (3)
Marine Science 350 (4)
Marine Science 351W (4)
GE or Electives (3-7)

SEMESTER II
Chemistry 355 (4)
Marine Science 452 (4)
Marine Science 329 (3)
GE or Electives (3-8)

SENIOR YEAR

SEMESTER I
Marine Science or
Chemistry Elective (3-4)
GE or Electives (9-10)

SEMESTER II
Marine Science 495 (1)
Marine Science or
Chemistry Elective (3)
GE or Electives (9-10)

The recommended programs of study are examples of how courses may be arranged in any of the three anticipated pathways described above. They do not represent the only combination of courses possible; students are encouraged to discuss their curriculum schedules with their advisors as early in their careers as possible.

microfossils, and resources of the ocean bed. Three lectures and one laboratory per week; some weekend field trips may be required. Prerequisites: Environmental Studies 210, Marine Science 120, Biology 221/221L, and Mathematics 115. (Fall)

351W [151W] Biological Oceanography (4)

An integrated study of marine organisms and their environments, stressing ecological, behavioral, and physiological relationships. Near shore, deep sea, and open ocean environments will be covered. A weekend field trip may be required. Three lectures and one laboratory per week. Prerequisites: Biology 190, 221/221L, and 300. Cross-listed as Biology 351. (Fall)

427 [157] Marine Environment (3)

A study of the oceans, their influence on the rest of the planet, and threats to their stability. Topics include utilization of marine resources, marine conservation, global climate patterns generated by the oceans, and marine pollution. Three lectures per week. Prerequisites: Environmental Studies 331W or Marine Science 351W, and Environmental Studies 210, or consent of instructor. (Fall)

452 [152] Physical and Chemical Oceanography (4)

An interdisciplinary, in-depth study of the physics and chemistry of ocean water, ocean circulation, waves, and tides. Three lectures and one laboratory per week. Prerequisites: Chemistry 152/152L, Physics 137 or 271, Marine Science 120, and Mathematics 150. (Spring)

468 [168] Marine Ecology (3)

Discussions of the ecological relationships within the sea, including such topics as production, community structure, and biogeography. Communities discussed may range from the coast to the deep sea, and cover plankton, nekton, and benthon. Three hours per week consisting of lectures and seminars. Prerequisite: Biology 460W or concurrent enrollment. Cross-listed as Biology 468. (Spring)

471 [171] Near Shore Processes (3)

Physical and chemical processes which influence coastal sediment and water mass distribution and chemical composition. Topics include currents and ocean circulation patterns on the continental shelf, coastal erosion and deposition, river flux and its influence on the chemical composition of seawater, sediment transport, and chemical reactions in estuaries and bays. The impact of human activities on coastal areas will also be covered. Three lectures per week. Prerequisites: Marine Science 120, Chemistry 152/152L, and Physics 136 or 270.

474 [174] History of the Oceans and Climate (3)

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, general circulation models, and the scientific basis of global warming. Three lectures per week. Prerequisites: Marine Science 120, and either Biology 221/221L or Environmental Studies 210, or consent of instructor.

R E C O M M E N D E D P R O G R A M O F S T U D Y P H Y S I C S P A T H W A Y			
<u>FRESHMAN YEAR</u>	<u>SOPHOMORE YEAR</u>	<u>JUNIOR YEAR</u>	<u>SENIOR YEAR</u>
SEMESTER I Biology 190 (3) Marine Science 120 (4) Mathematics 150 (4) Chemistry 151/151L (4)	SEMESTER I Mathematics 250 (4) Physics 271 (4) Physics Elective (3-4) Biology 221/221L (4) GE or Electives (3-4)	SEMESTER I Marine Science 350 (4) Physics Elective (3-4) GE or Electives (6-8)	SEMESTER I Marine Science 351W (4) Marine Science 477/477L (3) GE or Electives (9)
SEMESTER II Chemistry 152/152L (4) Mathematics 151 (4) Physics 270 (4) GE or Electives (3-6)	SEMESTER II Physics 272/272L (4) Environmental Studies 210 (4) GE or Electives (6-9)	SEMESTER II Marine Science 329 (3) Marine Science 452 (4) Marine Science 479/479L (4) GE or Electives (3-6)	SEMESTER II Physics Elective (3-4) Marine Science 495 (1) GE or Electives (12)
The recommended programs of study are examples of how courses may be arranged in any of the three anticipated pathways described above. They do not represent the only combination of courses possible; students are encouraged to discuss their curriculum schedules with their advisors as early in their careers as possible.			

477 [177] Introduction to Fluids (3)

An introduction to the basic principles of fluids. This course will serve as an introduction to concepts used in physical oceanography and atmospheric science, and other disciplines in which fluids are studied or utilized. Examples of applications to a broad range of disciplines (physics, engineering, earth sciences, and biology) will be developed. Three hours of lecture per week. Prerequisites: Physics 136 and 137 (or Physics 270 and 271) and Mathematics 150 and 151. Cross-listed as Physics 477.

477L [177L] Fluids Laboratory (1)

Laboratory work to accompany Marine Science 477. Prerequisite: Concurrent registration in Marine Science 477. Cross-listed as Physics 477L.

478 [178] Boundary Layer Flow (3)

The interactions between fluid dynamic processes in the oceans and the organisms that live in different habitats. The main objective is to provide a descriptive and conceptual understanding of boundary layer fluid dynamics at several scales from whole ocean basins to flow around organisms. Examples will illustrate physical aspects of fluid dynamics; biological fluid dynamics with an emphasis on feeding, locomotion, and dispersal; and geological and geochemical aspects of sediment-sea water interactions. Three lectures per week. Prerequisites: Physics 136 and 137, or consent of instructor.

479 [179] Atmospheric Science (3)

A development of atmospheric science based upon the fundamental principles of the physical sciences. Topics include atmospheric composition, thermodynamics, radiation, cloud physics, and dynamics. Three lectures per week. Prerequisites: Physics 137 or 271 and Chemistry 151. Cross-listed as Physics 479.

479L [179L] Atmospheric Science Laboratory (1)

Laboratory and field work to accompany Marine Science 479. Prerequisite: Concurrent enrollment in Marine Science 479. Cross-listed as Physics 479L.

488 [188] Micropaleontology (4)

A survey of the biostratigraphy, paleoceanography, evolution, and applications of microfossils. Special emphasis will be placed on radiolarian and foraminiferan microfossil groups. Two lectures and two laboratories per week. Some field trips. Prerequisites: Marine Science 350 and 351W, or consent of instructor.

493 [191] Methods in Marine Science (1-3)

Training and practice in the gathering, analysis, interpretation, and communication of marine scientific data. Designed to extend and integrate the sampling and analytical procedures of marine science. Selected instrumentation and techniques, field experience, and laboratory time will be emphasized. Shipboard experiences, weekend, or extended field trips may be required. Course may be repeated for credit only upon approval of the Director of the Marine and Environmental Studies Program.

494 [194A-E] Special Topics in Marine Science (2-4)

Topics of special interest and/or unique opportunity. Prerequisites: Upper-division standing and consent of the instructor or pathway advisor.

495 [195] Senior Seminar (1)

The techniques of seminar presentation will be studied by preparing and presenting individual seminars on topics of interest. Enrollment for credit is limited to and required of all senior students majoring in Marine Science. (Every semester)

496 [196] Research (1-2)

Students develop and/or assist in research projects in various fields of marine science. Prerequisite: Consent of instructor. (Every semester)

497 [197] Undergraduate Laboratory Assistant (1)

Assist laboratory instructor in all aspects of a Marine Science laboratory. Unit counts toward graduation, but not toward the major/minor. Pass/fail only. (Every semester)

498 [198] Internship (1-2)

Experience in the practical and experimental application of marine science. Students will be involved in projects conducted by agencies and institutions outside the University, such as state parks, government agencies, research facilities, or marine industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. A maximum of 3 upper-division units can be earned toward fulfillment of the requirements of the major. Pass/fail only. (Every semester)

499 [199] Independent Study (1-2)

Independent study designed for individual student needs. Prerequisite: Consent of the Director of the Marine and Environmental Studies Program. (Every semester)

MATHEMATICS

Lukasz Pruski, Ph.D., Area Coordinator
 Dwight R. Bean, Ph.D.
 Jane E. Friedman, Ph.D.
 John H. Glick, Ph.D.
 Jennifer Gorsky, Ph.D.
 Stanley J. Gurak, Ph.D.
 Diane Hoffoss, Ph.D.
 Eric Jiang, Ph.D.
 Stacy Langton, Ph.D.
 Luby Liao, Ph.D.
 Lynn McGrath, Ph.D.
 Perla Myers, Ph.D.
 Cameron Parker, Ph.D.
 Jack W. Pope, Ph.D.
 Lynne B. Small, Ph.D.
 Virginia Stover, Ph.D.
 Ani Velo, Ph.D.
 Jeff Wright, Ph.D.

THE MATHEMATICS MAJOR

The program in Mathematics has a threefold objective: to provide courses giving technical mathematical preparation to students in any field of academic endeavor; to provide liberal arts courses which will demonstrate our mathematical heritage from past ages, and point out the impact of mathematical thought and philosophy on our culture in this technological civilization; and to provide courses of advanced mathematical knowledge which will prepare students for graduate work or professional employment in mathematics or related areas.

Major Requirements

In order to obtain a major in mathematics, the student must satisfy the General Education requirements as set forth in this *Bulletin* and complete the following courses:

Mathematics 150, 151, 160*, 250 (15)
 Computer Science 150 (4)
 Physics 270, 271 (8)
 Mathematics 320 (3)
 Mathematics 350 or 361 or 380 (3)
 Mathematics 360 (3)
 Mathematics 375 or 385 (3)
 Upper-division mathematics electives (12)

Students interested in getting the Single Subject Teaching Credential in Mathematics are required to major in Mathematics with a secondary education emphasis. Such students must take Mathematics 120 and include Mathematics 305, 325W, 370, 375, 380, and when satisfying the upper-division requirements stated above. Consult the School of Education for further requirements.

The Mathematics Department also offers a major in Mathematics with an applied emphasis having somewhat different requirements. For the applied option, the student must satisfy the General Education requirements and complete the following courses:

Mathematics 160*, 150, 151, 250 (15)
 Computer Science 150, 151 (7)
 Physics 270 (4)
 Mathematics 320 (3)
 Mathematics 330 (3)
 Mathematics 340 (3)
 Mathematics 350 (3)
 Mathematics 445 (3)
 Mathematics 496 (2)

Two upper-division electives** chosen from Mathematics 331, 341, 351, 360, or 365 (6)
 One additional upper-division elective (3)

Substitutions in this list may be granted with the approval of the department chair.

For the applied emphasis a minor in a natural science, computer science, engineering, or economics is also required. Other minors can be substituted but require a proposal from the student explaining the connection between that discipline and mathematics that must be approved in advance by the department chair.

*Students are strongly advised to complete Mathematics 160 – Logic for Mathematics and Computer Science and Mathematics 320 – Linear Algebra before taking upper-division courses numbered above 331. Mathematics 160 satisfies the General Education Logic Competency requirement. Students majoring in Mathematics should take this course instead of Philosophy 101 or 102.

**Students planning to go to graduate school are advised to take Mathematics 360 – Advanced Calculus I.

THE MINOR

Students may obtain a minor in mathematics by completing 18 units of mathematics. These units must include at least 6 units of upper-division work as well as Mathematics 150, 151, and 250.

COURSES (MATH)

090 [010] Intermediate Algebra (3)

A survey of basic algebraic skills for students with insufficient mathematics preparation. This remedial course counts for “work-load credit” only. That is, its 3 units are counted as part of the student’s load during the semester in which it is taken, and the grade earned in the course is included in the

computation of the student's grade point average, but it does not satisfy any requirement for General Education, or for the major or minor in mathematics, and it does not count toward the 124 units required for graduation. (Every semester)

112 [021] Investigations in Modern Mathematics (3)

This General Education mathematics course provides a less algebraic alternative to Mathematics 115 for those students who need to fulfill the Mathematical Competency requirement, but who are not planning to go on in math. Topics may include: voting theory, graph theory, sequences, population growth, fractals, and recursion. *Note 1:* This course does not serve as a prerequisite to Mathematics 130, Mathematics 150, or Mathematics 200. *Note 2:* Placement exam must be taken within one year of starting this course. Prerequisite: Mathematics 090 at USD with a grade of C- or better, or pass Level 1 Mathematics placement exam. (Every semester)

115 [011] College Algebra (3)

Review of exponents, equations, and inequalities; function notation, composition, and inverses; linear, quadratic, polynomial, exponential, and logarithmic functions and their graphs. *Note:* Placement exams must be taken within one year of starting this course. Prerequisite: Mathematics 090 at USD with a grade of C- or better, or pass Level 1 mathematics placement exam. (Every semester)

118 [012] Essentials of Trigonometry (1)

Definitions, solutions of right triangles, graphs, identities, and inverse trigonometric functions. (Every semester)

120 [015] Introduction to Probability and Statistics (3)

Probability as a mathematical system, random variables and their distributions, confidence intervals, hypothesis testing, and other topics in statistical inference. Prerequisite: Mathematics 115 or equivalent.

130 [014] Survey of Calculus (3)

A terminal mathematics course giving an introduction to the concepts and techniques of elementary differential and integral calculus. *Note 1:* This course is not equivalent to Mathematics 150, and will not serve as a prerequisite to Mathematics 151. *Note 2:* Placement exams must be taken within one year of starting this course. Prerequisite: Mathematics 115 with a grade of C- or better, or pass Level 2 mathematics placement exam. (Every semester)

150 [050] Calculus I (4)

Fundamental notions of analytic geometry, differential and integral calculus with elementary applications; historical references. *Note:* Placement exams must be taken within one year of starting this course. Prerequisite: Mathematics 115 with a grade of C- or better, and Mathematics 118, or pass Level 2 mathematics placement exam. (Every semester)

151 [051] Calculus II (4)

Continuation of Calculus I including integration, infinite series, differential equations, applications, and historical references. Prerequisite: Mathematics 150 or equivalent. (Every semester)

160 [040] Logic for Mathematics and Computer Science (3)

Propositional calculus; first-order predicate calculus, mathematical proof, mathematical induction, fundamental set theory, relations and functions, and applications to problems in mathematics and computer science. Prerequisite: Mathematics 115, or pass Level 2 Placement Exam. This course satisfies the Logic Competency Requirement. (Every semester)

200 [091] Mathematical Concepts for Elementary Teachers I (3)

Problem solving, sets, numeration systems, a development of the whole number system, geometric figures, and

R E C O M M E N D E D P R O G R A M O F S T U D Y M A T H E M A T I C S (I N C L U D E S S E C O N D A R Y E D U C A T I O N E M P H A S I S)			
<u>FRESHMAN YEAR</u>	<u>SOPHOMORE YEAR</u>	<u>JUNIOR YEAR</u>	<u>SENIOR YEAR</u>
SEMESTER I Preceptorial (3) Mathematics 150 (4) Computer Science 150 (3) GE or Electives (6)	SEMESTER I [Mathematics 160 (3)] Mathematics 250 (4) Physics 271 (4) GE or Electives (9)	SEMESTER I Mathematics Upper-Division (6) GE, Minor, or Electives (9)	SEMESTER I Mathematics Upper-Division (6) GE, Minor, or Electives (9)
SEMESTER II Mathematics 160 (3) Mathematics 151 (4) Physics 270 (4) GE or Electives (3 or 6)	SEMESTER II Mathematics 320 (3) GE or Electives (9) [Mathematics 120 for Teaching Credential]	SEMESTER II Mathematics Upper-Division (6) GE, Minor, or Electives (9)	SEMESTER II Mathematics Upper-Division (3) GE, Minor, or Electives (9)

computers. *Note:* This course does not count toward either the major or minor in Mathematics. It covers the mathematical content required by the California State Teacher Credentialing Frameworks. Prerequisite: Mathematics 115 or equivalent. (Every semester)

250 [052] Calculus III (4)

Calculus of several variables, partial derivatives, multiple integration, elements of vector calculus, elements of differential equations, applications and historical references. Prerequisite: Mathematics 151 or equivalent. (Every semester)

300 [101] Mathematical Concepts for Elementary Teachers II (3)

Measurement concepts, development of the real number system, algebra, geometric mappings, probability, and statistics. *Note:* This course does not count toward either the major or minor in Mathematics. It covers the mathematical content required by the California State Teacher Credentialing Frameworks. Prerequisite: Mathematics 200 or equivalent. (Every semester)

305 [197] Seminar in Teaching Mathematics (2)

Senior Seminar for Single Subject Credential students in mathematics. Contributions to mathematics by various ethnic, racial, and cultural groups by both men and women. Equity considerations in mathematics education. Variations in how students learn mathematics. Diverse methods of communication and assessment in mathematics. Practical aspects of teaching diverse students. Students will be required to do some tutoring in mathematics. This course is offered exclusively on a pass/fail basis. This course will not apply towards the major or minor in Mathematics.

310 [110A] Applied Mathematics for Science and Engineering I (3)

Matrix algebra, ordinary differential equations, and operational techniques. Prerequisites: Mathematics 151. Students may not take both Mathematics 310 and 330 for credit. (Every spring)

311 [110B] Applied Mathematics for Science and Engineering II (3)

Boundary value problems, partial differential equations, Fourier methods, and introduction to complex analysis. Prerequisites: Mathematics 250, 310. Students may not take both Mathematics 311 and 331 for credit. (Every fall)

315 [130] Applied Probability and Statistics for Engineering (3)

Introduction to probability; discrete and continuous random variables; conditional and joint distributions and densities; functions of random variables; expectation and estimation; central limit theorem; introduction to statistics; introduction to random sequences and random processes. Prerequisite: Mathematics 252. (Every spring)

320 [114] Linear Algebra (3)

Systems of linear equations, matrix algebra and operations, vector spaces of three or more dimensions, linear independence, inner product spaces, linear transformations and their matrices, determinants, eigenvalues and eigenvectors, and brief introduction to canonical forms. Prerequisite: Mathematics 151 or consent of instructor. (Every semester)

325W [107W] History of Mathematics (3)

Selected topics from the history of mathematics. The course will include a variety of writing assignments. Emphasis will be on the history of mathematical ideas, rather than on personalities or social background. Prerequisite: Mathematics 250. (Fall, even years)

R E C O M M E N D E D P R O G R A M O F S T U D Y M A T H E M A T I C S - A P P L I E D E M P H A S I S			
FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I Preceptorial (3) Mathematics 160 (3) Mathematics 150 (4) GE or Electives (6)	SEMESTER I Mathematics 250 (4) Computer Science 150 (3) GE or Electives (9)	SEMESTER I Mathematics 330 (3) Mathematics Upper-Division (3) GE, Minor, or Electives (9)	SEMESTER I Mathematics 445 (3) Mathematics Upper-Division (3) GE, Minor, or Electives (9)
SEMESTER II Mathematics 151 (4) Physics 270 (4) GE or Electives (6-9)	SEMESTER II Mathematics 320 (3) Computer Science 151 (3) GE or Electives (9)	SEMESTER II Mathematics 340 (3) Mathematics 350 (3) GE, Minor, or Electives (9)	SEMESTER II Mathematics 496 (2) Mathematics Upper-Division (3) GE, Minor, or Electives (9)

330 [119] Ordinary Differential Equations (3)

Preliminary ideas, differential equations of the first and second order, linear equations with constant coefficients, operational techniques, simultaneous equations, series solutions, and applications. Prerequisite: Mathematics 250. (Every fall)

331 [120] Partial Differential Equations (3)

Preliminary notions, techniques for solving well-known partial differential equations of physics, orthogonal functions, and applications. Prerequisite: Mathematics 330.

340 [131] Numerical Analysis (3)

Approximate computations and round-off errors, Taylor expansions, numerical solution of equations and systems of equations, numerical integration, numerical solution of differential equations, interpolation, and problem solving on the computer. Prerequisites: Mathematics 151 and Computer Science 150. Cross-listed as Computer Science 340. (Spring, every year)

341 [132] Numerical Analysis II (3)

Estimation of eigenvalues and eigenvectors of matrices; numerical solutions of differential equations, existence, and stability theory; and computer lab assignments. Prerequisites: Mathematics 320, 250, 330 (may be taken concurrently), and 340.

350 [140] Probability (3)

Probability axioms, conditional probability, discrete and continuous sample spaces, random variables and common distributions, jointly distributed random variables, and central limit theorem. Prerequisite: Mathematics 250 or consent of instructor. (Spring, every year)

351 [141] Mathematical Statistics (3)

Statistical models, estimation, hypothesis testing, optimality, linear models, analysis of discrete data, and nonparametric methods. Prerequisite: Mathematics 350.

355 [134] Combinatorics (3)

Principles of enumeration, finite difference calculus, generating functions, finite difference equations, principle of Inclusion and Exclusion, introduction to the theory of combinatorial graphs, and applications to computer science. Prerequisite: Mathematics 160 and 151, or consent of instructor.

360-361 [121A-121B] Advanced Calculus (3-3)

A study of the foundations of real analysis, including the calculus of functions of one and several variables, infinite processes, convergence theory, and selected topics of advanced undergraduate analysis. Prerequisite: Mathematics 160 and 250. (360: Every fall; 361: Spring, odd years)

365 [125] Complex Function Theory (3)

Analytic function theory; power series, analytic continuation, conformal mapping, and applications. Prerequisite: Mathematics 160 and 250, or consent of instructor.

370 [115] Theory of Numbers (3)

Divisibility, Euclidean algorithm, fundamental theorem of arithmetic, congruences, Fermat's theorem, Euler's function, Chinese Remainder Theorem, Diophantine equations, primitive roots, quadratic residues, reciprocity law, and continued fractions. Prerequisite: Mathematics 160 and 250, or consent of instructor. (Fall, odd years)

375 [156] Algebraic Systems (3)

An introduction to groups, rings, integral domains, division rings, fields, vector spaces and algebras, and applications of these systems to other branches of mathematics. Prerequisite: Mathematics 160 and 250, or consent of instructor. (Every spring)

380 [128] Geometry (3)

An introduction to an area of modern geometry. The specific topic will be chosen from the following: non-Euclidean geometry, differential geometry, projective geometry, or metric geometry, and historical references. Prerequisite: Mathematics 160 and 250, or consent of instructor. (Spring, even years)

385 [124] Topology (3)

Metric spaces, topologies, subspaces, continuity, separation axioms, compactness, and connectedness. Prerequisite: Mathematics 160 and 250 or consent of instructor. (Fall, even years)

388 [181] Mathematical Logic (3)

Abstract structure of logical arguments, theory of the propositional and predicate calculus, and selected topics in modern logic. Prerequisite: Mathematics 160 and 250, or consent of instructor.

395 [195] Mathematical Problem Solving Seminar (1)

This course is intended for students who enjoy the challenge of mathematical problems. This course differs from other mathematics courses which are focused on the theory and applications of a single branch of mathematics, and it emphasizes problem-solving techniques, creative thinking, and exposition of skills in different areas of mathematics such as algebra, calculus, geometry, and number theory. Prerequisite: Mathematics 151. (Every fall)

445 [186] Mathematical Modeling (3)

The construction and analysis of mathematical models, simplifying assumptions and testing strategies; topics chosen by the instructor in dimensional analysis, discrete and continuous dynamical systems, stochastic models, lin-

ear systems, optimization models, statistical methods, and graph theory. Prerequisites: Mathematics 250, 320, or consent of the instructor, and 330. (Fall, every year)

494 [194] Special Topics (3)

Topics of special interest chosen by the instructor. May be repeated for credit with the consent of the instructor. Prerequisite: Mathematics 250 or consent of instructor.

495 [196] Senior Project (2)

Capstone senior project involving the application of mathematics to the solution of a problem or problems. Meets two times per week: written research proposal, ongoing written and oral progress reports, and regular consultation with the faculty supervisor; and final written and oral presentation in the presence of other students and faculty. Prerequisites: Mathematics 445 or consent of instructor. (Spring, every year)

498 [198] Internship (1-3)

Practical experience in the application of mathematics. Students will be involved in projects conducted by businesses, agencies, and institutions. Enrollment is arranged on an individual basis according to the student's interest and background and the availability of positions. A written report is required. Units may not normally be applied toward the major or minor in Mathematics. Mathematics 498 may be repeated for a total of 3 units.

499 [199] Independent Study (3)

Student reading and research in selected special topics; student presentations. May be repeated for credit once with a different topic. Prerequisite: Consent of instructor.

MUSIC

Christopher Adler, Ph.D., Director

Kay Etheridge, D.M.A.

Zdravna Maldjieva, D.M.A.

Marianne Richert Pfau, Ph.D.

Angela Yeung, Ph.D.

THE MUSIC MAJOR

The Music curriculum affords a broad basis of study in music within the context of the liberal arts education. The major provides a thorough knowledge of the music literature from the Middle Ages to the present, through balanced course offerings in music theory and composition, music history, and solo and ensemble performance. All Music majors select one of these three areas for emphasis.

The program provides an appropriate background for prospective candidates for advanced degrees who are preparing for careers as musicologists, composers, music theorists, performers, music libraries or teachers.

All courses with a concert attendance requirement may require purchase of tickets.

Major Requirements

In order to obtain a major in Music, the student must satisfy the General Education requirements as set forth in this *Bulletin*; enroll in a total of 47 music units, 25 music units of which must be upper-division work; and complete the following courses:

Theory: Music 120, 210, 211, 220, 221, 310, 420, either Music 320 or 321

History: Music 130, 330, 331, two from Music 430W, 431, 432, 433, or 440

Four semesters of private lessons (main instrument or voice)

Four semesters of a performance ensemble, to be chosen from Music 150/350, 151/351, 153/353, 154/354; Choral Scholars must take Music 152/352

Senior project (Music 495)

All students must attend at least three USD concerts per semester

Emphases

Performance Emphasis

Private lessons of major instrument, voice, or conducting every semester, six of which must be upper-division. Entrance to Performance Emphasis is by audition only.

Theory/Composition Emphasis

Must take Composition (Music 410) or one additional upper-division theory course.

History/Literature Emphasis

Must take one additional Seminar in Music History (Music 430W-433) or Special Topics (Music 494)

THE MINOR

Theory: Music 120, 210, 211, 220, 221

History: Music 130, 330, 331

Two semesters of a performance ensemble, to be chosen from Music 150/350, 151/351, 153/353, 154/354; Choral Scholars must take Music 152/352

Three additional units in music

All students must attend at least three USD concerts per semester

COURSES (MUSC)**100 [030] Introduction to Music (3)**

Introduction to musical styles and trends from a multi-cultural perspective. Examination of the connections between cultural developments and musical creativity. The significance of music and its role in basic human expression. Critical exploration of musics as diverse as the Western European tradition, American contemporary and popular music, and non-Western traditions. Recorded listening assignments and concert attendance required. Fulfills the Fine Arts GE requirement. (Every semester)

102 [029] Introduction to Jazz (3)

A survey of jazz from the early 1900s to the present, including all major styles from Dixieland, to bebop, to free jazz, funk and hip-hop fusions, and major artists such as Louis Armstrong, Duke Ellington, Charlie Parker, John Coltrane, and Miles Davis. The roles of race politics, economics, religion, and education in jazz will be examined. Students will develop critical listening skills and will learn to distinguish artists and genres. No previous musical training required. Fulfills the Fine Arts GE requirement.

105 [020] Class Piano I (1)

Designed for students with no prior keyboard experience. Study of notation, keys, scales, chords, and elementary piano repertoire. (Every semester)

107 [022] Class Voice (1)

Voice study in a classroom environment for beginners. The students will be introduced to correct breathing techniques, vocal production, and sight reading. (Every semester)

108 [023] Class Guitar (1)

Guitar study in a classroom environment for beginners. Basics of traditional notation, chordal accompaniment, and development of right and left hand techniques. Emphasis on how the guitar is used in a variety of styles including Classical, flamenco, blues, and jazz. Students must have their own instrument. May be repeated for credit. (Every semester)

110 [010] Introduction to the Materials of Music (3)

A General Education course in the basic elements of Western music notation, rhythm, major and minor scales, triads, and their practical application in singing and keyboard playing. Suitable for students with no prior music training. Not applicable towards a Music major or minor. (Every semester)

120 [011] Fundamentals of Music Theory (3)

Establishes a firm foundation for music theory, including Western music notation, rhythm, scales and transpositions, intervals and inversions, chords, tonal harmony, and their practical application in singing and keyboard playing. May be taken as a GE by students with prior musical experience. (Every semester)

130 [070] History of Western Music (3)

A chronological survey of music history, from the Middle Ages to the present, focusing on Western music, and including selected non-Western musics. An examination of music within the context of the liberal arts, with an introduction to major composers, styles, and representative works. Reading, writing, listening, and concert visits required. Fulfills the Fine Arts GE requirement.

R E C O M M E N D E D P R O G R A M O F S T U D Y

Four Semesters of Lessons (Lower-Division or Upper-Division)
Four Semesters of Ensembles (Lower-Division or Upper-Division)

FRESHMAN YEAR

SEMESTER I
Music 120 (3), 130 (3)
GE or Electives (9-10)

SEMESTER II
Music 210 (3), 220 (1)
GE or Electives (11-12)

SOPHOMORE YEAR

SEMESTER I
Music 211 (3), 221 (1)
Music 330 (3)
GE or Electives (8-9)

SEMESTER II
Music 310 (3)
Music 331 (3)
GE or Electives (9-10)

JUNIOR YEAR

SEMESTER I
Music 320 or 321 (3)
Music 420 (3)
GE, Minor, or
Electives (9-10)

SEMESTER II
Music 430W, 432, or
440 (3)
Music Upper-Division (3)
GE, Minor, or
Electives (9-10)

SENIOR YEAR

SEMESTER I
Music 431 or 433 (3)
Music Upper-Division (3)
GE, Minor, or
Electives (9-10)

SEMESTER II
Music Upper-Division (6)
Music 495 (1)
GE, Minor, or
Electives (8-9)

150/350 [061/161] Chamber Music (1)

Study and public performance of chamber music, instrumental or vocal. On- and off-campus performances each semester. May be repeated for credit. Visit www.sandiego.edu/symphony for complete information. (Every semester)

151/351 [065/165] USD Symphony (1)

Study and public performance of orchestral music, instrumental or vocal. On- and off-campus performances each semester. May be repeated for credit. Visit www.sandiego.edu/symphony for complete information. (Every semester)

152/352 [063/163] Choral Scholars (1)

A highly selective vocal ensemble devoted to intensive study of choral literature from all historical periods. Serve as ambassadors for University; demanding performance schedule. By audition only; minor in music, voice lessons, leadership skills required. Visit www.sandiego.edu/choralscholars for complete information. (Every semester)

153/353 [062/162] University Choir (1)

A mixed choral ensemble and women's choir devoted to the study and performance of choral literature from all historical periods. Audition and fee required. May be repeated for credit. (Every semester)

154/354 [064/164] Opera Workshop (1)

Training in preparation of productions of operas and musicals; coaching, directing, staging, and lighting, culminating in full performance.

160-180/360-380 [031-042/131-142] Private Music Lessons (1)

Students may enroll in applied lessons if they are music majors, music minors, or actively enrolled in one of our ensembles such as Chamber Music, Symphony, or Choir. Each student has to complete a graded jury at the end of each semester, and may also perform in recitals. A fee of \$460 for Performance Emphasis students, and \$430 for others, is required. Music majors with at least one year of prior enrollment at USD and in good standing in their Music courses will have their fee reimbursed each semester. The program provides accompanists for juries and one rehearsal, student must pay for additional times. Vocalists must pay additional accompanist fees as per request of instructor.

All Private Music Lessons require the approval of a full-time Music faculty member. 300-level Private Music Lessons are for Performance Emphasis Music majors only.

May be repeated for credit.

160/360 [031/131]: Piano

161/361 [032/132]: Voice

162/362 [033A/133A]: Strings – violin

163/363 [033B/133B]: Strings – viola

164/364 [033C/133C]: Strings – violoncello

165/365 [033D/133D]: Strings – double bass

166/366 [034A/134A]: Woodwinds – flute

167/367 [034B/134B]: Woodwinds – oboe

168/368 [034C/134C]: Woodwinds – clarinet

169/369 [034D/134D]: Woodwinds – bassoon

170/370 [035A/135A]: Brass – horn

171/371 [035B/135B]: Brass – trumpet

172/372 [035C/135C]: Brass – trombone and tuba

173/373 [035D/135D]: Brass – saxophone

174/374 [036/136]: Percussion

175/375 [037/137]: Harp

176/376 [038/138]: Historical winds

177/377 [039/139]: Historical strings

178/378 [040/140]: Guitar

179/379 [041/141]: Pipe organ/harpsichord

180/380 [042/142]: Conducting

200 [045] Comprehensive Musicianship for Educators (3)

Prepares students to teach classroom music to children; a required course for the Liberal Studies major, designed to assist with the Multiple Subject Teaching Credential Program. The four major components are music literacy through basic notational reading and composition; music performance skills in singing and conducting as well as playing recorder, keyboard, and autoharp; pedagogical considerations for teaching music to children; music history as represented by selected masterpieces in Western European traditions. Classroom observations or a teaching practicum will be required. No previous musical experience required. Approval of instructor or Liberal Studies advisor required. (Every semester)

205 [021] Class Piano II (1)

Designed for students with elementary piano reading skills. Sight reading, harmonization, transposition, improvisation, and piano repertoire. Prerequisite: Music 105 or consent of instructor. May be repeated for credit. (Every semester)

210 [052] Aural and Keyboard Skills I (1)

Practical application of Harmony I; must be taken concurrently with Music 220. (Every spring)

211 [053] Aural and Keyboard Skills II (1)

Practical application of Harmony II; must be taken concurrently with Music 221. (Every fall)

220 [012] Harmony I (3)

Elementary harmony; study of figured bass, cadences, modulations, basic harmonic progressions, voice-leading principles; and introduction to harmonic, linear, and formal analyses. Prerequisite: Music 120 or consent of instructor; must be taken concurrently with Music 210. (Every spring)

221 [013] Harmony II (3)

Continuation of Harmony I; study of chromatic harmony, advanced harmonic, linear, and formal analysis, and introduction to 20th century techniques. Prerequisite: Music 220 or consent of instructor; must be taken concurrently with Music 211. (Every fall)

310 [105] Form and Analysis (3)

Study of musical forms from all historical style periods and survey of historical and contemporary analytic methods; analysis, writing in various styles and forms. Prerequisite: Music 221 or consent of instructor. (Every spring)

320 [108] Instrumentation and Contemporary Composition (3)

A careful examination of contemporary writing for Western instruments through understanding instrument construction and analysis of modern repertoire. Includes both standard and experimental playing techniques, notation of score and parts, extensive composition, and some informal performance opportunities. Prerequisite: Music 310 or consent of instructor. (Fall)

321 [114] Counterpoint and Schenkerian Analysis (3)

Species counterpoint, polyphony, contrapuntal writing in historical styles from Renaissance to Romantic eras and selected 20th century works, and Schenkerian analysis. Composition of contrapuntal music in any style and some informal performance opportunities. Prerequisite: Music 310 or consent of instructor. (Fall)

330 [120A] Music History I: 850-1750 (3)

Music in society from the Middle Ages to the late Baroque: composers; evolution of styles and genres; instruments; historical performance practices; present-day significance of early music; cultural, historical, social, and political conditions of the art; cross-cultural comparisons. Informed listening, library research, writing projects, concert visits. Suggested prerequisite: Music 130. (Every spring)

331 [120B] Music History II: 1750-Present (3)

Musical styles and composers from the early Classical period through the present: changing functions of music in society, position and self-understanding of the artist, historical conditions, tradition and individualism, cross-cultural influences, the perpetual search for novelty in sound. Informed listening, library research, writing projects, concert visits. Suggested prerequisite: Music 130. (Every fall)

410 [115] Composition (3)

Workshop on compositions in any style and form, vocal or instrumental, with analysis of relevant literature, culminating in performance of student works. Prerequisite: Music 320 or 321, or consent of instructor.

420 [191] Computers in Music I (3)

Introduction to digital music and the physics of sound, includes: acoustics, digital sampling, effects processing, analog synthesis, digital sound sculpture composition, and repertoire analysis. (Every fall)

430W [123W] History of Medieval and Renaissance Music (3)

A detailed study of sacred and secular music from the 9th through the 16th century, with consideration of historical, cultural, and political context. The impact on music of medieval philosophy, esthetics, religion, and science; the patronage system; the Age of Humanism; and the Age of Discovery. A writing course that includes informed listening, live concerts, and library research. Prerequisite: Music 330, or consent of instructor.

431 [124] History of Baroque and Classical Music (3)

Study of vocal and instrumental literature from Bach to Beethoven; intellectual and historical setting, music as expression of the cultural conditions of its time, composition as craft, and the shared musical language of the Viennese Classical Style. Study through listening, reading, writing, videos, and live concerts. Prerequisite: Music 330 or 331, or consent of instructor.

432 [125] History of Romantic Music (3)

Vocal and instrumental works from the early 19th century age of expression through Nationalism and Impressionism; opposing trends from miniature to the grandiose, from intimate to mass music, from craft to personal inspiration; and the cult of the genius. Late Beethoven to Debussy. Listening, reading, writing, and live concerts. Prerequisite: Music 330, or consent of instructor.

433 [126] History of Twentieth Century Music (3)

The rebellion against Romanticism, pre-WWII styles, Expressionism; atonality; serial music; non-Western influences; post-1945; the age of anxiety; experimentalism; neo-Romanticism; new frontiers in electronic and mixed media; and minimalism. Stravinsky to Glass. Listening, reading, writing, and live concerts. Prerequisite: Music 331, or consent of instructor.

440 [145] Topics in World Music (3)

Studies in the relationships between music and culture in a global context, focusing on a different theme each year. Concert attendance required. (Every spring)

Spring 2005: Music Crossing Boundaries. A study of the flow of music across cultural and national borders, cross-cultural musical hybridization, the construction of identity through musical expression, and the implication of music in issues of race, politics, economics and copyright law. Case studies include Tibetan religious music,

Australian aboriginal popular music, transnational popular music, avant-garde jazz.

Spring 2006: To be announced.

494 [195, 196] Special Topics in Music (3)

An examination of selected topics in depth, such as History of Sacred Music, History of Opera, Piano Literature, Vocal Literature, or String Literature. May be repeated for credit when topic changes. Prerequisites may apply.

495 [198] Senior Project (1)

Public presentation during the senior year of a solo recital, the performance of a substantial original composition, or a written research project, under the direction of a

faculty supervisor. For Music majors only. Approval of full-time faculty required.

498 [197] Music Internship (1-3)

Practical experience in music management through service to a university or community performance organization. May be repeated for credit. Approval of Music Program Director required.

499 [199] Independent Study (1)

Individual work in theory, composition, musicology, or liturgical music with the approval of the music faculty. For Music majors only.

P E A C E A N D *J* U S T I C E *S* T U D I E S

Kathryn C. Statler, Ph.D., Coordinator

THE MINOR

The minor in Peace and Justice Studies seeks to advance the goals of the Joan B. Kroc Institute for Peace and Justice. The mission of the Institute is to establish harmony, safety, and hope in a context of mutual respect and fairness in international, national, and local communities. In honoring this mission, the Peace and Justice Studies minor will creatively promote conflict resolution, non-violence, and cross-cultural harmony by introducing students to an integrated, multi-disciplinary program. The minor consists of 18 units, divided among a lower-division prerequisite (3 units), upper-division distribution requirements (12 units), and a capstone seminar (3 units). Students may fulfill the distribution requirement according to a thematic or regional focus.

Lower-Division Distribution Requirement

All students are required to take P&JS 101 – Introduction to Peace and Justice Studies to complete the Peace and Justice Studies minor. P&JS 101, offered every fall semester, serves as an introduction to course work in Peace and Justice Studies. Courses that may be substituted for P&JS include History 116 – World History II, Political Science 175 – International Relations, and Theology and Religious Studies 112 – Introduction to World Religions.

Upper-Division Distribution Requirement

Students may satisfy the distribution requirement by completing a thematic (conflict resolution, development and sustainability, international relations, domestic justice) or regional (Asia, Europe, Latin America, Middle East and Africa, North America) focus. Please note that students may select a maximum of two courses from any single discipline in either focus. *Students are required to meet with the*

Program Coordinator (Dr. Kathryn Statler) to plan a program of study for the minor and to obtain a current, full listing of courses that satisfy the distribution requirement.

Capstone Requirement

All students are required to enroll in P&JS 495 – Peace and Justice Capstone.

COURSES (P&JS)

101 [001] Introduction to Peace and Justice Studies (3)

This course provides historical and contemporary perspectives on the nature of conflict, the conditions of sustainable development, and strategies for global order. Students will explore the linkages among these issues as a means for understanding the obstacles to and opportunities for peace and justice.

495 [195] Peace and Justice Capstone (3)

All students are required to enroll in P&JS 495 (3 units), offered every spring semester. As a capstone course, P&JS 495 integrates the knowledge and skills students have acquired through course work and experience. The course also provides a foundation for possible future engagement with peace and justice concerns through graduate work, career choice, or volunteer activities. Under the supervision of the course instructor, students will develop a project or research paper designed to illuminate the dynamics of domestic and international peace, sustainability, cooperation, and justice. Completed projects will become part of a student archive designed to provide guidance and inspiration for future students of peace and justice.



Jack S. Crumley II, Ph.D., Chair
 H.E. Baber, Ph.D.
 John Donnelly, Ph.D.
 Michelle Gilmore Grier, Ph.D.
 Lawrence M. Hinman, Ph.D.
 Patrick J. Hurley, Ph.D., J.D.
 Gary E. Jones, Ph.D., J.D., M.P.H.
 Reverend James W. McGray, Ph.D.
 Rodney G. Pepper, Ph.D.
 Linda Peterson, Ph.D.
 Ann L. Pirruccello, Ph.D.
 Dennis A. Rohatyn, Ph.D.
 Kevin Lee Timpe, Ph.D.
 Michael F. Wagner, Ph.D.
 Mark Woods, Ph.D.
 Matt Zwolinski, Ph.D.

THE PHILOSOPHY MAJOR

The question “What is Philosophy?” is itself a central inquiry in the study of philosophy. Some view philosophy as an analytical study of concepts, others view it more etymologically as a search for wisdom, and others view it as speculation upon the principles governing human nature and destiny. Philosophy thus includes the study of logical thinking, the practice of rational investigation and understanding, the utilization of holistic imagination, and the application of practical wisdom. In short, philosophy is essentially a rational, synoptic, and practical discipline.

The Philosophy Department at USD is pluralistic, covering all significant historical periods and most major philosophical methods. The USD Philosophy Department has a deep and special concern for the study of ethics, values, and the moral life. Additionally, Philosophy students at USD can expect to be exposed to perennial epistemological, metaphysical, and theological issues and theories in philosophy – both as these are discussed in the classical texts of great philosophers and also in their contemporary treatment.

Career Opportunities and Advising

The intellectual enthusiasm which philosophy inspires in its students makes graduate work in philosophy, perhaps followed by teaching, a natural aspiration for many philosophy majors. Accordingly, providing a solid preparation for graduate level work in philosophy, or in another Humanities or related discipline, is one goal of the Philosophy Department. At the same time, most of the skills which philosophy teaches are highly transferable to work or study in other fields. The study of philosophy stresses skills in critical reasoning, including the ability to extract arguments from difficult material, to analyze a position from multiple points of view, and to exercise creativity and sound judgment in problem-solving. Philosophy

majors are trained to be excellent communicators, and to be able to express themselves in a clear, compelling way, both in speech and in writing. And philosophers are trained to research problems thoroughly – to learn how to ask the right questions and to develop standards to answer them. These are basic skills which will serve you well in any endeavor you choose to pursue. It is not surprising, then, that philosophy majors have gone on to successful careers in business, medicine, government, computers, and the arts. Furthermore, philosophy majors consistently score among the very highest levels on such standardized tests as the GRE, the GMAT, and the LSAT. Perhaps most important, though, is the personal satisfaction which many students find that the study of philosophy can lend to their life. In this respect, it is well to recall the Socratic adage, which inspires all of philosophy, that the unexamined life is not worth living. Students considering a major or minor in Philosophy may discuss their program and interests with any member of the Philosophy Department, or contact the department office for the designated Philosophy advisor(s).

Note: Majors are encouraged to complete their lower-division History of Philosophy requirements as soon as possible after declaring their major.

Major Requirements

The student must satisfy the General Education requirements as set forth in this *Bulletin* and complete the following courses:

Lower-division

12 units, including a logic course (Philosophy 101, 102, or 400) and three of the following five courses: Philosophy 270, 271, 272, 273, or 274.

Upper-division

24 units, including Philosophy 360 and either 321 or 462; three of the following four courses: Philosophy 410, 411, 412, 413; and nine upper-division Philosophy electives, at least six of which are not to be taken from the Philosophy 300 (ethics) series.

Note: 100- and 200-numbered courses are equally lower-division, and 300- and 400-numbered courses are equally upper-division. Accordingly, especially students intent on majoring or minoring in Philosophy may take 200-numbered courses already during their first year; adequately prepared students may begin taking 400-numbered courses during their junior year.

THE MINOR

Minor Requirements

Eighteen units in Philosophy, at least nine of which must be upper-division.

A Special Note for Students Interested in Law

Students considering a career in law should give extra consideration to philosophy as a possible field of study. Legal Studies is a fundamental, perennial area of inquiry and study in philosophy; and several members of the USD Philosophy Department – some of whom hold joint degrees in Philosophy (Ph.D.) and Law (J.D.) – include aspects of legal studies among their areas of expertise. Moreover, Philosophy majors' scores on the LSAT are consistently among the highest of any of the most popular pre-law majors. Philosophy faculty regularly offer courses in Political Philosophy, Philosophy of Law, Legal Reasoning, Legal Ethics, and other courses bearing upon socio-political and legal theory and practices. These courses, when taken together with the major's particular requirements in Logic and other areas of Philosophy, provide a rigorous program of legal studies in Philosophy for our students. No particular courses are designated as requirements for a minor in Philosophy (see Minor Requirements above). However, Philosophy minors interested in legal studies, whether in its own right or in connection with a pre-law aspiration, might consider Philosophy 333, 460, and either 461 or 462 when completing the nine upper-division units required for the minor. Majors or minors interested in Legal Studies offerings in Philosophy are encouraged to contact members of the faculty for additional advising.

COURSES (PHIL)

101 [001] Introduction to Logic (3)

The study of arguments, including basic principles of traditional logic together with an introduction to modern sentential logic. Topics include recognizing arguments, premises, conclusions, induction and deduction, fallacies, categorical syllogisms, and sentential inference forms. (Every semester)

102 [002] Basic Symbolic Logic (3)

An in-depth study of Sentential Logic. Topics include symbolization, syntax, truth tables, truth trees, and two systems of natural deduction.

110 [010] Introduction to Philosophy (3)

A basic orientation course treating the principal problems of philosophy, such as knowledge, human nature, values, nature, God, etc. A historical approach may also be used as a means of further clarification of the topics being discussed. (Every semester)

111 [011] Philosophy of Human Nature (3)

This introductory course surveys various approaches to human nature. The course may include such topics as the relation of mind and body, the nature of consciousness, life after death and the existence of the soul, the possibility of artificial intelligence, the relation between the individual and society, non-Western views of human nature, and relevant gender issues.

112 [012] Philosophy and Literature (3)

An examination of the philosophical implications and themes contained in various works and genres of fiction. Questions such as free-will/determinism, love, justice, death, and the meaning of life, the best (or worst) of all possible worlds, the religious dimension of life, and the role of the writer or intellectual in society will be discussed.

R E C O M M E N D E D P R O G R A M O F S T U D Y			
FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I Preceptorial (3) GE or Electives (9)	SEMESTER I Philosophy Lower-Division* (3) GE or Electives(12)	SEMESTER I Philosophy Upper-Division** (3) Philosophy Upper-Division (3) GE or Electives (9-10)	SEMESTER I Philosophy 360 (3) Philosophy Upper-Division (3) GE or Electives (10)
SEMESTER II Philosophy Lower-Division* (3) GE or Electives (12)	SEMESTER II Philosophy Lower-Division* (3) GE or Electives (12)	SEMESTER II Philosophy Upper-Division** (3) GE or Electives (9-11)	SEMESTER II Philosophy 321 or 462 (3) Philosophy Upper-Division (3) GE or Electives (9-11)
*Take one of the following: Philosophy 270, 271, 272, 273, or 274. **Take one of the following: Philosophy 410, 411, 412, or 413.			

114 [014] Philosophy and Technology (3)

Technology is the art of rational problem-solving. Philosophy is the art of asking questions. The questions we shall raise include: What is science? When are scientific claims true? Is science relevant to art, religion, or everyday experience? Can we trust applied science (technology) to make life easier or less dangerous? In a nuclear era, is technology itself the problem? Is "alternative technology" an alternative? Does our survival depend on technology or its absence? Readings from classical and contemporary sources.

175 [075] Asian Philosophy (3)

An examination of the major traditions, systems, and schools in India, China, and Japan. Readings from classical and modern texts. Cultural sources of philosophic beliefs. Comparisons between Eastern and Western thought.

270 [070] History of Ancient Philosophy (3)

Greek philosophy from the pre-Socratics through Plato, Aristotle, and later Hellenistic thought, culminating in Plotinus. Requires Philosophy major or minor, or sophomore standing. (Offered fall semesters)

271 [071] History of Medieval Philosophy (3)

Origins of the medieval period; St. Augustine, St. Anselm, Abelard, scholasticism in the 13th century, St. Thomas Aquinas, Duns Scotus, and the end of the medieval era as represented by Occam and the growth of nominalism. Requires Philosophy major or minor, or sophomore standing. (Offered spring semesters)

272 [072] History of Classical Modern Philosophy (3)

An introduction to the development of European philosophy from the 16th to the 19th century, with an emphasis on Continental Rationalism, British Empiricism, and German Idealism. Requires Philosophy major or minor, or Sophomore standing. (Offered spring semesters)

273 [073] Twentieth Century Analytical Philosophy (3)

An introduction to the main currents of late 19th and 20th-century Anglo-American philosophy, including such movements as logical positivism and linguistic analysis, and recent issues such as the analytic-synthetic distinction, ontological relativity, and theories of meaning. Requires Philosophy major or minor, or sophomore standing.

274 [074] Twentieth Century Continental Philosophy (3)

An introduction to the main currents of late 19th- and 20th-century continental thought, including Marxism, phenomenology, existentialism, critical theory, structuralism, and recent developments such as poststructuralism, semiotics, and deconstructionism. Requires Philosophy major or minor, or Sophomore standing. (Offered fall semesters)

276 [076] American Philosophy (3)

A survey extending from the Colonial Period through the end of World War II. Emphasis on such topics as the Puritan controversy over predestination, the impact of Darwin, the advent of pragmatism, and the ending of the "GOLDEN Age." Authors to be studied include Edwards, Emerson, Wright, Peirce, James, Royce, Dewey, and Santayana.

321 [121] Social Ethics (3)*

A study of the applications of ethical concepts and principles to different areas of human social conduct. Typical issues considered include abortion, euthanasia, the death penalty, assisted reproductive technologies, racism, sexism, poverty and welfare, animal rights, environmental ethics, and world hunger.

330 [130] Ethics (3)*

A general study of principles or standards for judging individual and social conduct, focusing on major thinkers and philosophical issues in normative ethics, and the application of moral judgment to social or problem areas in human conduct.

331 [131] Biomedical Ethics (3)*

A systematic examination of ethical principles as they apply to issues in medicine and scientific research, that is: mercy killing, abortion; experimentation on human subjects; allocation of scarce medical resources; organ transplants; and behavior modification. Moral obligations connected with the roles of nurse, doctor, etc., will receive special attention.

332 [132] Business Ethics (3)*

A systematic application of various ethical theories to issues arising from the practice of modern business. Topics may include theories of economic justice, corporate social responsibility, employee rights, advertising and information disclosure, environmental responsibility, preferential hiring and reverse discrimination, self-regulation, and government regulation.

333 [133] Legal Ethics (3)*

An examination in the light of traditional and recent moral theory of the ethical issues faced by the practicing lawyer: the values presupposed by the adversarial system, the moral responsibilities of lawyers within corporations and government, the conflict between personal ethics and obligations to clientele, and whether legal education involves a social conditioning process with its own implicit value system.

*Courses marked with an asterisk fulfill the General Education Ethics Requirement

334 [134] Studies in Ethics (3)*

Exploration of selected issues in moral philosophy, often of an interdisciplinary nature, on such themes as: death and dying, environmental ethics, business ethics, morality and science fiction, morality and teaching, etc. Depending on the suffix, the course may be repeated for credit.

335 [135] Death and Dying (3)*

The analysis of various ethical, epistemological, and metaphysical problems relating to death and dying. Topics may include: near-death experiences; immortality and resurrection models of eschatology; the evil of death; and value issues raised by the definitions of death, suicide, euthanasia, infanticide, and the killing of non-human animals.

336 [136] Virtues and Vices (3)*

An investigation of the morality of character that considers the question, "What kind of person ought I be?" This approach to morality is contrasted with standard Kantian and utilitarian positions. Specific virtues and vices typically considered include: love, friendship, hate, jealousy, compassion, deceit, self-deception, anger resentment, and forgiveness.

337 [137] Mass Media Ethics (3)*

What is the responsibility of citizens, consumers, corporations, advertisers, artists and performers, and federal or local government toward mass media? Do mass media influence human contact for better or worse? Does regulation of, for example, pornography or propaganda conflict with First Amendment rights? Are news and commercial media politically biased? Do educational media enhance or undermine traditional teaching methods? Lecture, discussion, group activities, and analysis of media presentations.

338 [138] Environmental Ethics (3)*

An exploration of ethical issues pertinent to the environment, for example: obligations to future generations; the question of animal rights, endangered species, pesticides and pollution, energy technologies, depletion of resources, and global justice and ocean resources. Consideration of the pertinent obligations of individuals, businesses, and government.

339 [139] Political Ethics (3)*

An exploration of selected ethical issues in the field of governmental service, such as: campaign promises; welfare programs; taxation; overstepping the limits of the office; lying; whistle-blowing; and an examination of ethical issues in international politics, especially the morality of war, the promotion of human rights, and problems of international distributive justice.

340 [140] Ethics of War and Peace (3)*

Normative ethics applied to moral questions of war and peace, such as: Can war ever be justified? If so, what are the moral constraints upon the conduct of war? How can peace be attained? What do pacifists and others offer as non-violent alternatives to armed conflict? Other topics might include: terrorism, humanitarian interventions, nuclear warfare and deterrence, and war crimes.

341 [141] Ethics and Education (3)*

This course provides an introduction to such topics in moral theory as: ethical relativism, deontological and consequentialist approaches to morality, and ethical egoism. Among the specific moral issues in education usually considered are preferential admissions policies, student-teacher confidentiality, the morality of grading, honesty and deception in educational contexts, and the allocation of scarce educational resources.

342 [142] Engineering Ethics (3)*

Examines the rights, responsibilities, and social role of the professional engineer. Topics may include: conflicts of interest, the moral status of organizational loyalty, public safety and risk assessment, reproductive engineering and human dignity, preventing environmental destruction, "whistle-blowing," defective product liability, engineers and corporate power, engineers and government, and codes of conduct and standards of professional competence. Case studies may include: military and commercial airplanes, automobiles, public buildings, nuclear plants, weapons research, computers and confidentiality, and the use and abuse of new technologies.

343 [143] Gender and Economic Justice (3)*

Discrimination in employment, the persistence of sex segregation in the labor force, the feminization of poverty, and the implementation of policies designed to minimize gender-based career and economic differences and to improve the economic status of women – such as affirmative action – raise a number of ethical as well as economic questions. This course surveys ethical theory and considers the application of ethical principles to issues concerning the economic status of women and related gender-based issues, including the position of women in business and the professions.

360 [120] Ethical Theory (3)*

A study of the major theories of ethics and selected moral concepts. Topics to be examined will include: the nature and grounds of morality; ethical relativism; egoism and altruism; utilitarianism; Kant's deontological ethics; Aristotle and virtue ethics, rights, and justice. In addition, we may consider issues of the role of gender and race in ethical theory. (Offered fall semesters)

*Courses marked with an asterisk fulfill the General Education Ethics Requirement

400 [100] Intermediate Symbolic Logic (3)

This course will focus on symbolization, syntax, semantics, and derivations for predicate logic. It will include some metatheory such as soundness and completeness proofs.

401 [101] Inductive Reasoning (3)

This course examines inferences and forms of reasoning whose conclusion is claimed to go beyond the information provided by the premises – for example, predictive inferences, analogical reasoning, statistical generalizations, causal inferences, scientific confirmation, probabilistic reasoning, and justifications of behavior as rational. Various conceptual puzzles concerning inductive inference and reasoning, and case studies of its empirical and moral applications may be considered.

405 [105] Automated Reasoning (3)

This course covers first-order logic with special emphasis on meaning, truth, and proofs. The course utilizes a text and computer software developed at the Center for the Study of Logic and Information (Stanford University).

410 [110] Metaphysics (3)

An investigation of the ultimate philosophical commitments about reality. Representative figures in the history of philosophy may be considered and analyzed. Topics selected may include the basic components of reality, their relation to space, time, matter, causality, freedom, determinism, the self, and God. (Offered fall semesters)

411 [111] Philosophy of Knowledge (3)

An examination of the nature and scope of knowledge and justification, including consideration of such topics as skepticism, analyses of knowledge, foundationalism and coherentism, a priori knowledge, and others. Attention is also given to the nature of the epistemological enterprise, e.g., internalism and externalism, and naturalized epistemology. (Offered spring semesters)

412 [112] Philosophy of God (3)

A study of the existence and nature of God. Discussion of the ontological, cosmological, and teleological arguments; topics may include atheistic challenges concerning divine benevolence, omnipotence, omniscience, and creation ex nihilo; logical positivism and religious meaning; miracles; the person and immortality; and religion and morality. (Offered spring semesters)

413 [113] Philosophy of Mind (3)

The mind-body problem and the examination of mental state concepts. Topics may include: the nature of mind, including dualist and contemporary materialist theories, representation, mental causation, consciousness, psycho-

logical explanation, artificial intelligence; other topics such as personal identity or agency may be included. (Offered fall semesters)

414 [114] Philosophy of Language (3)

Language is a fundamental medium by which we interact with others and the world. How words come to have the meanings that they do, refer to objects, express truths, and affect the meanings of other words and truth values are perennial questions in philosophy. These issues have become even more pronounced in 20th-century philosophy. Specific topics may include: language and reality, language and psychology, referential theories of meaning, ideal languages, meaning as use, private languages, truth-conditional theories of meaning, descriptive and causal theories of reference and of linguistic competence and performance, verificationism, and/or an introduction to modal semantics.

415 [115] Philosophy of Natural Science (3)

The study of the language and activity of the scientific community. Topics include: scientific explanation, prediction, laws, theories, models, paradigms, observations, experiment, scientific method, and the question of reductionism in science.

449 [149] Value Theory (3)

What is value? Is there a gap between values and facts? Can we ever rationally defend (or reject) value claims in ethics, art, politics, religion? What is the relation between economics and value? How does history influence value and the study of value? Readings include G.E. Moore, John Dewey, Ralph Barton Perry, Max Scheler, and Robert S. Hartman.

460 [160] Legal Reasoning (3)

This course introduces students to concepts and forms of argument they will encounter in the first year of law school. It will examine the reasoning involved in the concepts of legal precedent, proximate cause, and burden of proof, and it will also investigate the legal reasoning in certain landmark cases from torts, contracts, property, constitutional law, and criminal law. Prerequisite: Philosophy 101 or consent of instructor.

461 [161] Philosophy of Law (3)

What is law? How is it different from morality? Do we have an obligation to obey the law, and, if so, how strong is that obligation? This course is an exploration of philosophical issues arising from the interpretation and application of the law. The course examines classic answers to the above questions. The focus of the course may be either historical (e.g., Plato, Hobbes, or Hegel) or more contemporary (e.g., H.L.A. Hart and Ronald Dworkin), paying special attention to constitutional law.

462 [162] Political Philosophy (3)

The nature and end of the state; relation of the individual's rights and duties to those of the state and vice versa, and the relation between states; the kinds of states; their institution, preservation, and destruction.

467 [167] Studies in Renaissance Philosophy (3)

This course studies main figures in Renaissance thought – Petrarch, Pico, Vives, Bacon, et al. It addresses such topics as: the revival of Greek and Roman culture; the Florentine academy; tensions between humanism and theology; the Copernican revolution in science; and the legacies of Bruno, Leonardo, More, Machiavelli, and Montaigne.

470 [170] Studies in Ancient Philosophy (3)

An in-depth study of selected ancient philosophers, that is, Plato, Aristotle, the Stoics, or topics such as the nature of good, knowledge and skepticism, the problem of Being and change.

471 [171] Studies in Medieval Philosophy (3)

An in-depth study of selected medieval philosophers, that is, St. Augustine, St. Anselm, Abelard, St. Thomas, Duns Scotus, William of Occam, or topics such as the problem of universals, the existence of God, the soul and immortality, and the problem of evil.

472 [172] Studies in Modern European Philosophy (3)

An intensive examination of one or more major figures in 17th-19th-century European thought, for example, Descartes, Leibniz, Spinoza, Hobbes, Locke, Berkeley, Hume, Kant, Hegel, Rousseau, and Marx; or, alternately, a discussion of one or more central problems in this era, such as the relation between science and religion, the justification of causal inference, the respective roles of reason and experience in obtaining reliable knowledge of the world, the concept of selfhood, etc.

473 [173] Studies in Contemporary Analytic Philosophy (3)

An intensive examination of either major figures (such as Chisholm, Kripke, Quine), movements (logical positivism, ordinary language analysis, logical analysis) or selected problems (epistemic foundationalism, modality and essentialism, identity and individuation) in contemporary analytic philosophy.

474 [174] Studies in Contemporary Continental Philosophy (3)

An intensive examination of major formative or current figures (such as Kierkegaard, Nietzsche, Husserl, Merleau-Ponty, Habermas, Foucault, Derrida), movements (phenomenology, existentialism, critical theory, decon-

structionism) or problems (the nature of representation, the relation of emotion and thought, the problem of technology) in contemporary continental philosophy.

475 [175] Studies in Process Philosophy (3)

Process Philosophy is a generic term designating the group of philosophers who view reality as a changing and developing process. Included in this group are Herbert Spencer, Karl Marx, Henri Bergson, and Alfred North Whitehead. The course will focus, in successive years, on one of these thinkers.

476 [176] Studies in Asian Philosophy (3)

A detailed examination of one or more classic works from the Hindu, Buddhist, Confucian, and Taoist traditions, such as the Bhagavad-Gita or the Analects; pitfalls of interpretation; relations between text and ure. Parallels and contrasts with Western thought and institutions. May be repeated for credit with different course content.

480 [180] Philosophy of Art (3)

An examination of some major theories of art and beauty, with special attention to such issues as: the definition of beauty, the criteria for excellence in artistic productions, the differences between art and science, and the relation between art and culture. Readings may include Aristotle's *Poetics*, Kant's *Critique of Judgement*, Dewey's *Art as Experience*, or more recent philosophers, that is, Beardsley, Dickie, Goodman, Weitz, etc.

481 [181] Philosophy of Education (3)

An examination of some major theories of the meaning and function of education and of its role in reshaping society. Readings may include Plato's *Meno* and *Republic*, Aristotle's *Politics*, Rousseau's *Emile*, Dewey's *The School and Society* and *The Child and the Curriculum*, and various works by Piaget.

483 [183] Philosophy of Social Sciences (3)

A study of the fundamental concepts, methods, and goals of the social sciences, including a consideration of such topics as: the nature of the human action, the possibility of a science of human nature, the relationship between the natural and social sciences, explanation and understanding, laws and theories, objectivity and value judgments, and freedom and determinism.

485 [185] Philosophy of History (3)

What is history? Why do human beings record their history? Is history moving toward a goal? Is history a science or an art? Are historical events objective occurrences? Can we verify casual claims about unrepeatable episodes? Is the historian entitled (or obliged) to make

value-judgments? How should we rank the contributions of individual historians? Readings include philosophers and historians, classical and contemporary sources.

490 [190] **Philosophy of Love (3)**

What is love? Does it even exist, or is it a myth? Is it attainable, or an impossible ideal? Is it rooted in the divine; in the human, or even in the biologic or animal? Is it an emotion, a form of relationship, or even a cosmic principle? Can it be equal and shared, or must it be hierarchic and coercive? This course considers a variety of philosophical perspectives on questions such as these. Readings typically include such classic and contemporary thinkers as Plato, Aristotle, Augustine, Aquinas, Kierkegaard, Freud, Sartre, DeBeauvoir, and Tillich.

494 [194] **Contemporary Philosophical Problems (3)**

An intensive examination of one or more contemporary philosophical problems such as: the is-ought debate, the mind-body problems, relativism and the possibility of objective knowledge, etc. Topic may vary. The course may be repeated for credit, provided the content of the course has changed.



Gregory D. Severn, Ph.D., Program Director
Michelle D. Chabot, Ph.D.
Marlene Rosenberg, Ph.D.
Daniel P. Sheehan, Ph.D.

THE PHYSICS MAJOR

The University offers a program leading to a bachelor's degree with a major in Physics, providing a sound undergraduate program in physics within the framework of a liberal education provided by the College of Arts and Sciences. This major provides a suitable preparation for graduate study or for immediate employment in physics and in related fields. USD Physics has multiple faculty research laboratories and upper-division advanced laboratories on the second floor of the Donald P. Shiley Center for Science and Technology. Physics students are encouraged to participate in undergraduate research. Faculty research interests include experimental and theoretical plasma physics, condensed matter physics, thermodynamics, and nonlinear processes in fluids.

The student must satisfy all General Education requirements as set forth in this *Bulletin* and complete the following courses:

Preparation for the Major

Physics 270, 271, 272, 272L
Mathematics 150, 151, 250
Chemistry 151, 151L, 152, 152L

Major Requirements

The 24 units of upper-division work must include Physics 314, 320, 324, 325, 330, 331 plus an additional upper-division physics laboratory course (Physics 477L, 479L, or 480W). In

exceptional circumstances, a student may substitute experimental physics research for this laboratory course.

Note: A minor in Mathematics is required for the Physics major.

All students, whether expecting to attend graduate school or expecting to work in industry, will benefit from an upper-division experimental laboratory experience, and such an experience is required to complete the major. In addition, the student is advised to take additional course work in mathematics and as many as possible of the following elective courses in Physics: 480W, 494, 495, 498.

Students should fulfill as many of the non-science General Education requirements as possible during the freshman and sophomore years.

The following program of study fulfills the minimum requirement for a Bachelor's degree in Physics. It is recommended that a student take Mathematics 150 in the first semester and Mathematics 151 as well as Physics 270 in the second. If the student is not prepared to take Mathematics 150 in the fall of the freshman year, it would be preferable to take Mathematics 115 and 118 the summer preceding the freshman year. It would be possible, but difficult, to take Mathematics 115 and 118 in the fall of the freshman year and still begin Physics 270 in the spring of the freshman year along with Mathematics 150.

THE MINOR

The 18 units required for a minor in Physics must include at least six upper-division units, and should normally include Physics 270 and 271.

COURSES (PHYS)

101 [001] Physics and Society (3)

A discussion of the concepts which unify our experience with the physical world. Topics are presented at an introductory level for the student with little or no background in physical science. Science related topics of special interest are discussed. Examples include alternatives for energy production and conservation; radiation, its effect and applications; and ethical decisions in the application of new scientific discoveries. Three lectures weekly with demonstrations and discussions. (Every semester)

105 Physical Sciences for K-8 Teachers (3)

A laboratory/lecture/discussion class designed to lead students toward an understanding of selected topics in chemistry and physics. The course topics are selected to satisfy the Physical Science specifications of the *Science Content Standards for California Public Schools (K-12)* and is intended for Liberal Studies majors. (Every year)

107 [007] Astronomy (3)

A survey of astronomy covering astronomical history, planetology, stellar birth/life/death, large-scale structures, and cosmology. Three lectures weekly; no formal laboratory. No science prerequisites.

112 [002] Physics and Society with Laboratory (3)

A discussion and empirical examination of the concepts which unify our experience with the physical world. Topics are presented at an elementary level for the student with little or no background in physical science. Science-related topics of special interest are discussed. Examples include alternatives for energy production and conservation; radiation, its effect and application; and ethical decisions in the application of new scientific discoveries. Two lectures, one laboratory/recitation weekly.

117 [006] Astronomy (3)

A survey of astronomy covering astronomical history, descriptive astronomy, planetology, stellar birth/life/death, and cosmology. This course satisfies the Physical Science General Education requirement with laboratory. Two lectures and one laboratory weekly. No science prerequisites.

136 [042] General Physics I (4)

A study of the fundamental principles of mechanics and wave motion, sound, and heat. Three lectures and one laboratory weekly. Prerequisite: Concurrent registration in Mathematics 130 or 150. (Every semester)

137 [043] General Physics II (4)

A study of the fundamental principles of electricity and magnetism, light, and modern physics. Three lectures and one laboratory weekly. Prerequisite: Physics 136. (Every semester)

270 [050] Introduction to Mechanics and Wave Motion (4)

A study of the fundamental principles and mechanics and wave motion. Three lectures and one recitation weekly; one three-hour laboratory every two weeks. Prerequisite: Mathematics 150 completed or concurrent required; Mathematics 150 completed and Mathematics 151 concurrent recommended. (Every spring)

271 [051] Introduction to Thermodynamics, Electricity, and Magnetism (4)

A study of the fundamental principles of classical thermodynamics, electricity, and magnetism. Three lectures and one recitation weekly; one three-hour laboratory every two weeks. Prerequisites: Physics 270 completed and Mathematics 151 completed or concurrent required; Mathematics 250 concurrent recommended. (Every fall)

R E C O M M E N D E D P R O G R A M O F S T U D Y			
FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I Preceptorial (3) Mathematics 150 (4) GE or Electives (6-9)	SEMESTER I Physics 271 (4) Mathematics 250 (4) Chemistry 151 (3) Chemistry 151L (1) GE or Electives (3)	SEMESTER I Physics 324 or 330 (3) Mathematics Upper-Division (3) Physics 314 (4) GE or Electives (6)	SEMESTER I Physics 324 or 330 (3) Physics Elective (4) GE or Electives (8)
SEMESTER II Physics 270 (4) Mathematics 151 (4) GE or Electives (6-9)	SEMESTER II Physics 272 (3) Physics 272L (1) Chemistry 152 (3) Chemistry 152L (1) Physics 320 (4) GE or Electives (3-6)	SEMESTER II Physics 325 or 331 (3) Mathematics Upper-Division (3) GE or Electives (9)	SEMESTER II Physics 325 or 331 (3) GE or Electives (12)

272 [052] Introduction to Optics and Modern Physics (3)

A study of the geometric and physical optics, and an introduction to modern physics. Three lectures per week. Prerequisites: Physics 271 and Mathematics 151. (Every spring)

272L [052L] Introduction to Optics and Modern Physics Laboratory (1)

Laboratory experiments to illustrate the topics presented in the lecture course: Introduction to Optics and Modern Physics (Physics 272). Prerequisite: Concurrent enrollment in Physics 272.

314 [127] Analytical Mechanics (4)

Statics and dynamics are developed using vector analysis, the Hamiltonian and Lagrangian formulations, and normal coordinates. Four lectures per week. Prerequisites: Physics 271, Mathematics 250. (Alternate years)

320 [120] Electronics (4)

Development of the principles of direct current and alternating current circuits; electrical measurement techniques; electronics with discrete components, active and passive; and power supplies and the principles of amplifiers. Three lectures and one laboratory per week. Prerequisites: Physics 271, Mathematics 130 or 150.

324 [124] Electromagnetic Theory I (3)

A development of Maxwell's equations using vector calculus. The electrical and magnetic properties of matter and the solution of boundary value problems are also developed. Three lectures per week. Prerequisites: Physics 271, Mathematics 250. (Alternate years)

325 [125] Electromagnetic Theory II (3)

Applications of Maxwell's equations in areas such as: optics, plasma physics, superconductivity, and electro-dynamics. Three lectures per week. Prerequisite: Physics 324. (Alternate years)

330, 331 [130, 131] Modern, Quantum, and Statistical Physics I, II (3, 3)

Modern physical theories are studied including quantum and statistical mechanics. Applications are considered in areas such as atomic, nuclear, solid state, and elementary particle physics. Three lectures per week. Prerequisites: Physics 272 and Mathematics 250. (Alternate years)

477 [177] Introduction to Fluids (3)

An introduction to the basic principles of fluids. This course will serve as an introduction to concepts used in physical oceanography and atmospheric science and other disciplines in which fluids are studied or utilized. Examples of appli-

cations to a broad range of disciplines (physics, engineering, earth sciences, and biology) will be developed. Prerequisites: Physics 136, 137 (or Physics 270, 271), Mathematics 150, 151 and consent of instructor. Cross-listed as Marine Science 477.

477L [177L] Fluids Laboratory (1)

Laboratory work to accompany Physics 477. Prerequisite: Concurrent registration in Physics 477. Cross listed as Marine Science 477L.

479 [179] Atmospheric Science (3)

A development of atmospheric science based upon the fundamental principles of the physical sciences. Topics include: atmospheric composition, thermodynamics, radiation, and cloud physics and dynamics. Three lectures per week. Prerequisites: Physics 137 or 271 and Chemistry 151. Cross-listed as Marine Science 479.

479L [179L] Atmospheric Science Laboratory (1)

Laboratory and field work to accompany Physics 479. Prerequisite: Concurrent registration in Physics 479. Cross-listed as Marine Science 479L.

480W [180W] Experimental Physics (4)

Introduction to principles of research and techniques with an emphasis on vacuum science, electromagnetic, plasma, and atomic physics. Techniques for creating, exciting and measuring electromagnetic, atomic and thermodynamic properties of laboratory plasmas using associated apparatus. Both analogue and digital data acquisition instrumentation will be used. Laboratory reports and papers will be required for each experiment. Three lectures per week, one three-hour laboratory per week. Prerequisites: Physics 320, Physics 325 concurrent or completed.

487 [193] Techniques in Physics (1-3)

Training and practice in those areas of physics of practical importance to the technician, teacher, and researcher. To include, but not limited to, technical methodology, preparation and technique in the teaching laboratory, and routines supportive of research. May be repeated up to a maximum of four units of credit. Prerequisite: Consent of instructor. (Every semester)

494 [194] Special Topics (1-4)

Topics chosen by the instructor in areas such as: thermodynamics, statistical mechanics, solid state, hydrodynamics, quantum mechanics, plasma physics, nuclear physics, elementary particle physics, and advanced physics laboratory. May be repeated for credit if the course material is different. Prerequisites: Physics 271 and consent of instructor.

495 [195] Seminar (1)

A weekly seminar on a current topic in physics. Generally, the students and staff will attend a physics seminar or colloquium in the San Diego area. Each student will also be required to prepare a presentation either on his or her own research work or on a review of a current area. One hour per week.

498 [196] Research (1-4)

An undergraduate research problem in experimental or theoretical physics or research participation in the Environmental Studies program. A written report is required. Problem to be selected after consultation with department faculty. Prerequisite: Consent of the instructor.

*P*OLITICAL *S*CIENCE AND *I*NTERNATIONAL *R*ELATIONS

Randy Willoughby, Ph.D., Chair
 Delavan Dickson, Ph.D.
 Patrick F. Drinan, Ph.D.
 Emily Edmonds-Poli, Ph.D.
 Virginia Lewis, Ph.D.
 Vidya Nadkarni, Ph.D.
 Noelle Norton, Ph.D.
 Lee Ann Otto, Ph.D.
 Michael R. Pfau, Ph.D.
 David Shirk, Ph.D.
 J. Michael Williams, Ph.D.

THE POLITICAL SCIENCE MAJOR

The Political Science major prepares the student for graduate study as well as for careers in both the public and private sectors, especially in government, teaching, journalism, law, and foreign service.

Preparation for the Major

Political Science 100, 125, 175, 250.

Major Requirements

Twenty-four units of upper-division work to include Political Science 301 and 302.

THE MINOR

Political Science 125, 100 or 175, 301 or 302, and 9 upper-division units.

USD/WASHINGTON CENTER INTERNSHIP SEMESTER

USD students have the opportunity to enroll in a semester-long internship program in Washington, D.C. and earn academic credit towards their major. These internships are coordinated through the Political Science and International Relations Department and the Washington Center, a nationally recognized internship program that pioneered the development of full-time internships in the nation's capitol. The internship program combines real-world work experience with academic learning in a unique environment that fosters success and achievement. Students can earn as many as 12 semester-units for participating in a full-time fall or spring semester program, and as many as 9 units in the summer.

COURSES (POLS)**100 [001] Introduction to Political Science (3)**

This course presents an overview of the discipline, including the basic theories, concepts, approaches, and enduring questions of political science. It provides students with a foundation of knowledge and the analytical skills necessary to understand modern politics in historical context.

125 [015] American Politics (3)

This course offers students a fundamental overview of American politics by analyzing the origin, development, structure, and operation of all levels of the American political system. This course also examines how politics are practiced in the United States in order to analyze the uniqueness of the American political system.

175 [020] International Relations (3)

This course examines major traditions in the discipline of international relations. Students are introduced to the study of the causes of war and the conditions of peace, international law and organizations, international political economy, great power politics, and foreign-policy decision making. The course also explores issues such as global poverty, immigration, refugees, human rights, and the environment as they affect international politics.

250 [005] Research Methods in Political Science (3)

This course introduces students to the various stages of the research process from conceptualization of the research question to interpretation of findings. Students not only learn to develop efficient research strategies to evaluate empirical relationships from a theoretically informed perspective, but they also design and conduct empirical research of their own.

301 [108] Political Thought: Ancient to Modern (3)

This course examines the formation and development of political ideas, from Greek political philosophy to modern political thought. Emphasis is placed on the relationship between theory and practice in political life.

302 [109] Political Thought: Modern and Contemporary (3)

This course examines political ideas in the modern and contemporary Western tradition. Emphasis is placed on the relationship between theory and practice in political life.

304 [114] American Political Development (3)

This course explores the origin and development of significant political ideas in the United States as expressed in the contributions of selected thinkers.

306 [110] Political Ideology (3)

This course examines the nature and content of modern ideologies and the role they play in the political life of states. Students are introduced to the ideologies of liberalism, conservatism, fascism, socialism, and nationalism, and consider how assumptions about human nature in general, and political ideals of order, liberty, equality, and justice, in particular, affect choice of ideology.

307 [111] Politics and Religion (3)

This course offers an introduction to the study of the role of religion in sociopolitical change. The course deals with the theoretical literature on the subject and focuses on the salient cases in the various religious traditions and regions of the world.

308 [112] Politics and Literature (3)

This course explores the political content of selected classical, modern, and contemporary literature. Emphasis is placed on concepts such as authority, power, freedom, equality, organization, obligation, and the ways these concepts have been treated by different authors.

310 [117] Presidency (3)

This course analyzes the institution of the presidency, its functions, formal and informal relationships, and its limitations within the American political system. The principal focus is placed on understanding how the presidency fits into the broader institutional structure of the U.S. government and how individual presidents make decisions in this situation.

312 [118] Congress (3)

This course examines the history, organization, operation, and politics of Congress. Nomination and election, constituent relations, the formal and informal structures of both houses, relations with the executive branch, and policy formulation are discussed. Students participate in a simulation of the House of Representatives.

313 [113] Politics and Parties (3)

This course examines the origin, nature, structure, and operation of American political parties, interest groups, and social movements, and their roles in the political process.

316 [106] Sex, Power, and Politics (3)

This course offers an analysis of gender in politics from historical as well as theoretical perspectives. Topics examined include gender power, leadership, and governance; social, economic, and political factors explaining women's political status and participation in relation to men's; and the women's movement as a political movement.

321 [120] Constitutional Law I (3)

This course begins with an examination of the early development of American constitutional law, including the Articles of Confederation, the Constitutional Convention, and the Federalist Papers. We also explore the development of Supreme Court doctrine regarding judicial review, con-

R E C O M M E N D E D P R O G R A M O F S T U D Y

FRESHMAN YEAR

SEMESTER I

Preceptorial (3)
Political Science 100 (3)
GE or Electives (9-10)

SEMESTER II

Political Science 125 (3)
GE or Electives (12-13)

SOPHOMORE YEAR

SEMESTER I

Political Science 175 (3)
GE or Electives (12)

SEMESTER II

Political Science 250 (3)
Political Science
Upper-Division (3)
GE or Electives (9)

JUNIOR YEAR

SEMESTER I*

Political Science
Upper-Division (6)
GE, Minor, or Electives (9)

SEMESTER II

Political Science
Upper-Division (6)
GE, Minor, or Electives (9)

SENIOR YEAR

SEMESTER I*

Political Science 301 (3)
Political Science
Upper-Division (3)
GE, Minor, or
Electives (9-10)

SEMESTER II

Political Science 302 (3)
Political Science
Upper-Division (3)
GE, Minor, or
Electives (9-10)

*Fall semester is normally the best time for a Washington, D.C. Internship experience.

licts among the three departments of government in domestic and foreign affairs, and the ongoing struggle to define the responsibilities of state and federal governments.

322 [121] Constitutional Law II (3)

This course is a continuation of the study of constitutional politics, with a focus on civil rights and individual liberties. Topics include free speech, racial and sexual discrimination, church and state, privacy, voting rights, and the rights of the accused. Political Science 321 is not a prerequisite for this class.

323 [122] Judicial Behavior (3)

This course explores judicial politics and decision-making, with particular emphasis on judges, lawyers, and juries. Topics include judicial selection and appointment, the limits of judicial power, the roles that lawyers play in our legal and political systems, and the development of trial by jury.

326 [126] Comparative Law (3)

This course presents a cross-national, historical, and comparative analysis of constitutional, administrative, and criminal law. Subject countries vary, but include representative judicial systems within the Civil Law, Common Law, and Socialist Law traditions.

327 [127] International Law (3)

This course examines the theory and practice of international law, including efforts to create effective legal means to define, proscribe, and punish war crimes, crimes against humanity, and terrorism. We discuss the negotiation, ratification, and enforcement of treaties and study multinational legal institutions such as the International Court of Justice, the International Criminal Court, and the International Criminal Tribunals for the Former Yugoslavia and Rwanda.

329 [129] Law of the Sea (3)

This course introduces students to the study of regimes of the sea including fisheries, pollution control, and coastal management zones. The politics of ocean regulation are examined with particular attention to law of the sea negotiations. (Cross-listed as Marine Science 329.)

330 [115] Political Behavior (3)

In this course, we discuss political socialization, orientation, and participation. Both quantitative and traditional research methods are utilized to explain the political behavior of the American electorate.

340 [102] State and Local Government (3)

This course examines the political functions of state and local governments, with special attention to California.

342 [107] Urban Politics (3)

This course is designed to introduce students to the major debates that have structured the field of urban politics: interaction among governmental institutions, political actors, private interests, and the marketplace. Other issues such as urban regimes, urban political history, suburbanization, urban growth and renewal, race, class, and gender are examined throughout the course.

345 [101] Public Administration (3)

This course explores the theory and practice of governmental administration at the national, state, and local levels, and the development and implementation of legislation.

347 [105] Public Policy (3)

This course examines the political and administrative processes through which public policy is formulated, adopted, implemented, and evaluated.

349 [135] Politics and the Environment (3)

This course examines the decision-making processes through which modern societies attempt to cope with environmental and natural resource problems. Students investigate both American and international environmental issues, and consider the historical and theoretical bases of current environmental policies and initiatives.

350 [150] Comparative Politics (3)

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

352 [158] Comparative Politics of Developing Countries (3)

This course examines concepts and theories of development and assesses their utility in understanding political, economic and social change in Latin America, sub-Saharan Africa, and Southeast Asia. Particular emphasis is placed on issues such as: state building, the bureaucracy, civil-military relations, national identity, economic development, and democratization.

354 [159] Revolutionary Change (3)

This course is a comparative study of the revolutionary process focusing on the meaning of revolutionary change, the causes and development of revolutions, and the conditions influencing their outcomes. Special attention is devoted to the French, Russian, Chinese, Cuban, and other revolutions.

355 [154] Politics in Western Europe (3)

This course offers a survey of the political cultures, institutions, and processes of the United Kingdom, France, the Federal Republic of Germany, and other West European countries. The development of a more integrated European community is also discussed.

356 [181] Politics in East-Central Europe (3)

This course examines the politics of East-Central Europe from its Cold War origins to the dynamic developments after the revolutions of 1989. It focuses on the diverse challenges of democratization and market reform in some of the following countries: Poland, the Czech Republic, Slovakia, Hungary, Bulgaria, Romania, Albania, and the states of the former Yugoslavia.

357 [186] Politics in Latin America (3)

This course examines the dynamics of political and economic change in 20th-century Latin America. There is particular emphasis on the causes and consequences of cyclical economic development and recurrent waves of democratization and authoritarianism.

358 [187] Politics in South Asia (3)

This course is designed to introduce students to the study of contemporary South Asian politics by examining historical as well as contemporary issues relating to socio-economic change, political development, regional relations, and international linkages. The course focus is primarily on India, Pakistan, and Bangladesh, but the politics of Nepal and Sri Lanka are also considered.

359 [192] Politics in the Middle East (3)

This course offers an introduction to the study of the politics of the Middle East and North Africa. The complex issues of regional conflicts with international significance and the forces shaping the internal development of the modern Middle East are explored.

360 [195] Politics in Sub-Saharan Africa (3)

This course provides an introduction to Sub-Saharan African political systems and the relationships that exist between governments and their citizens in this region. We examine some of the main factors that shape contemporary African politics, including the legacy of colonialism, the rise of authoritarian states, ethnic, national, and racial conflict, and political and economic reform.

362 [157] Politics in the United Kingdom (3)

This course examines the development of democracy in England, the institutions of government and parliament, political parties, and selected domestic and foreign policies.

363 [155] Politics in France (3)

This course examines contemporary French politics. We begin by constructing an historical and ideological foundation for the course, we then move to recent institutional and electoral practices, and we finally analyze a variety of foreign and security policies, including relations with the United States, members of the European Union, and countries throughout the world.

364 [156] Politics in Germany (3)

This course introduces students to German politics by examining contemporary as well as historical issues that challenge the unified Germany. The course's main focus is on the post-Cold War and post-unification era with particular emphasis on the current political, social, and economic agendas, and on explaining and predicting German national and international politics.

365 [180] Politics in Russia (3)

This course examines the development of the political institutions and culture of Russia since the collapse of Communism, with a focus on the role of the Presidency, the Parliament, political parties, and the public in shaping the life of the Russian Federation.

366 [153] Politics in Mexico (3)

This course provides an overview of the contemporary Mexican political system. The primary focus is on the breakdown of the dominant party system in the late twentieth century and the subsequent recalibration of executive-legislative relations, decentralization of power and emergence of democratic political culture and competition.

367 [189] Politics in Japan (3)

This course examines the development of contemporary Japanese politics by analyzing Japan's pre-WWII political and social systems, its domestic capabilities, and Japanese policy-making processes. The course also evaluates current and speculates regarding future Japanese politics by assessing historical and current political, economic, and social conditions in Japan.

368 [190] Politics in China (3)

This course examines politics and political issues in the People's Republic of China from the mid-1800s to the present. Throughout the course students assess factors such as China's traditional political, social, and economic systems, ideology, and current policy-making structures that shape China's policies in order to understand contemporary Chinese political issues.

370 [170] Theories of International Relations (3)

This course analyzes the major theoretical perspectives in the field of international relations by reflecting upon the writings of the most important scholars in the discipline. Students study the mainstream realist and liberal approaches and explore theoretical alternatives to these paradigms. The relationship between theory and practice is also examined.

371 [178] American Foreign Policy (3)

This course provides an in-depth exploration of the challenges and opportunities facing American foreign policy in the twenty-first century. Students examine the historical legacy and internal and external constraints on foreign policy decision-making. Students also study theoretical approaches in the discipline of international relations and discuss their relevance to an empirical analysis of American foreign policy.

372 [182] Russian Foreign Policy (3)

This course is designed to introduce students to the nature and substance of Russian foreign policy after the collapse of the Soviet Union. Students explore the implications of loss of superpower status on Russian national identity, of the interrelationship between domestic reform and foreign policy, and of the challenges of developing relationships on a new footing with newly independent states of Eurasia and with the rest of the world.

374 [185] U.S.-Latin American Relations (3)

The course explores the history of economic and political relations between the U.S. and Latin America to understand the basis of contemporary U.S. policy. Topics examined include military intervention, drug trafficking, immigration and trade policies, and relations with Cuba.

375 [193] Comparative Foreign Policy (3)

The course offers a comparative approach to the study of foreign policy. Public policy formation and political structures in various countries are analyzed with particular attention to the linkage between domestic and foreign policy decision-making.

376 [179] U.S. National Security (3)

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.

377 [177] Regional Security (3)

This course examines security dynamics in three important regions of the world (Europe, East Asia, and Latin America.) We address issues ranging from military technologies to diplomatic relations, political economy, and transnational challenges like drug trafficking and terrorism.

378 [195] Transnational Crime and Terrorism (3)

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.

380 [130] International Political Economy (3)

This course offers an introduction to the study of the history, issues, and dynamics of political/economic interactions in the international economy. The course covers both advanced industrial societies and less developed countries. Special topics such as international energy, the international debt crisis, and international migration are considered. Economics 101 and 102 are recommended prerequisites.

382 [195] International Human Rights (3)

This course explores contending approaches to human rights, the role of institutions and organizations in setting human rights agendas, and human rights problems and policies in international politics.

383 [128] International Organizations (3)

This course provides an introduction to the study of international organizations in world politics. The focus is on the United Nations and other selected organizations.

430 [143] Field Seminar in California Government (1)

Students attend a three-day seminar on California government and politics in the California State Capitol Building in Sacramento. The seminar is offered only during the spring semester at the end of February. Students attend seminar presentations featuring elected state legislators, legislative and executive staffers, journalists, lobbyists, and academic experts on current issues confronting California.

434 [141] Wash DC: The Press and the Presidency (3)

This course provides an analysis of U.S. politics and decision-making as seen through an extensive evaluation of the U.S. press and the U.S. presidency. Students meet during the first two weeks in Washington, D.C. during Intersession.

435 [198] Wash DC: Directed Study in Political Science (3)

This course requires students to complete a research paper while interning in Washington, D.C. The paper addresses an issue in political science that relates to the internship experience.

436 [198] Wash DC: Internship in Political Science (6)

Students work 35-40 hours a week in Washington, D.C. at an internship related to political science. The internship must be approved by the Department of Political Science and International Relations. Students receive six units of credit of which three may apply toward the major.

437 [198] Wash DC: Class in Political Science (3)

This political science course is taken in Washington, D.C. during the internship. The course must be approved by the Department of Political Science and International Relations.

444 [194] Special Topics in Political Science (3)

Special topics courses offer an examination of a topical issue affecting politics in the United States. The course number may be repeated for credit provided the topics of the courses are different.

448 [198] Internship in Political Science (1-6)

This course involves participation in a governmental office at local, state, or national level. Students are required to complete a research paper under the supervision of the instructor. This course is open only to junior or senior Political Science or International Relations majors with a grade point average of 3.0 or higher. Students may not enroll in more than six internship units, and only three may be used toward the major.

449 [199] Independent Study in Political Science (1-3)

This course involves advanced individual study in Public Policy, American Politics, Public Law, Political Behavior, or Political Theory. This course is open only to junior or senior Political Science or International Relations majors with a grade point average in Political Science courses of 3.3 or higher. Approval of instructor and department chair is required, and substantial prior course work in the area is expected.

480 [142] Model United Nations (1)

This course involves a simulation of the decision-making process of the United Nations. Students participate in at least one conference per semester where they have the opportunity to represent an assigned country and compete against other universities. This course may be repeated once for credit.

485 [198] Wash DC: Directed Study in International Relations (3)

This course requires students to complete a research paper while interning in Washington, D.C. The paper addresses an issue in international relations that relates to the internship experience.

486 [198] Wash DC: Internship in International Relations (6)

Students work 35-40 hours a week in Washington, D.C. at an internship related to international relations. The internship must be approved by the Department of Political Science and International Relations. Students receive six units of credit of which three may apply toward the major.

487 [198] Wash DC: Class in International Relations (3)

This international relations course is taken in Washington, D.C. during the internship. The course must be approved by the Department of Political Science and International Relations.

494 [195] Special Topics in International Relations (3)

Special topics courses offer an examination of a topical issue affecting the domestic politics of foreign countries or the international political system. This course number may be repeated for credit provided the topics of the courses are different.

498 [198] Internship in International Relations (1-6)

This course involves participation in an internship related to international relations. Students are required to complete a research paper under the supervision of the instructor. This course is open only to junior or senior Political Science or International Relations majors with a grade point average of 3.0 or higher. Students may not enroll in more than six internship units, and only three may be used toward the major.

499 [199] Independent Study in International Relations (1-3)

This course involves advanced individual study in International Relations or Comparative Politics. This course is open only to junior or senior Political Science or International Relations majors with a grade point average in Political Science courses of 3.3 or higher. Approval of instructor and department chair is required, and substantial prior course work in the area is expected.

PSYCHOLOGY

Kenneth D. Keith, Ph.D., Chair
 Michael A. Ichiyama, Ph.D.
 Patricia Kowalski, Ph.D.
 Mark Laumakis, Ph.D.
 Jennifer Lento, Ph.D.
 Kristen McCabe, Ph.D.
 Adriana Molitor-Siegl, Ph.D.
 Daniel D. Moriarty, Ph.D.
 Sandra Sgoutas-Emch, Ph.D.
 Annette Taylor, Ph.D.
 James M. Weyant, Ph.D.

THE PSYCHOLOGY MAJOR

Psychology is the study of human and animal behavior. The objective of USD's Psychology program is to advance the student's understanding of psychology as a science, a profession, and a means of promoting human welfare. The major is designed to help students prepare for admission into graduate or professional school in psychology and provide a background for other career possibilities. The major may be used as a foundation for entry into fields such as neuroscience, law and criminal justice, primary and secondary education, medicine, business, the ministry, and social work.

Preparation for the Major

Psychology 101, 130, and 160 are required; Mathematics 130 is strongly recommended, as is the use of Biology 101 or 104 to fulfill the Life Science requirements for General

Education. Computer Science 100 is recommended for students who lack experience with computer applications.

Major Requirements

A minimum of 27 upper-division units is required and must be distributed as follows:

One course from each of the following areas:

Biological: Psychology 342 or 344

Clinical: Psychology 352, 354, 355, 356, or 357

Cognitive: Psychology 332, 334, or 336

Developmental: Psychology 314 or 316

Social: Psychology 322 or 324

Theories: Psychology 372, 374, or 377

One advanced research methods/laboratory course:

Psychology 315, 325, 333, 335, 337, 343, 345, or 358

(Note: Offered as W courses, these fulfill the General Education upper-division writing requirement.)

Six additional units of upper-division psychology course work

The electives chosen to complete the major requirements should be selected with a view to achieving balance among the major areas of psychological knowledge. A maximum of 4 units from any combination of Psychology 493, 496, and 498 elective units can be applied toward the units required to complete the major. Units beyond this limit are, however, applicable to the 124 units required for graduation. For students interested in graduate work in psychology, taking additional courses, including laboratories, beyond those required for the major is an important

R E C O M M E N D E D P R O G R A M O F S T U D Y			
FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I Psychology 101-Preceptorial (3) or Psychology 101 (3) English 121 (3) Mathematics 115 (3) or Mathematics 130 (3) GE (6)	SEMESTER I Psychology 160 (3) GE (12)	SEMESTER I Psychology Upper-Division (6) GE or Electives (9)	SEMESTER I Psychology Upper-Division (6) GE or Electives (9)
SEMESTER II Psychology 130 (3) Biology (3) GE (9)	SEMESTER II Psychology Upper-Division (3) GE (12)	SEMESTER II Psychology Upper-Division (6) GE or Electives (9)	SEMESTER II Psychology Upper-Division (6) GE or Electives (9)

The recommended program of study is intended as a guide to students in planning their college program. It is not expected that students will adhere rigidly to the sequence of suggested courses. For example, a student may take English 121 in the second semester of the freshman year equally as well as in the first semester.

consideration, as is obtaining field and research experience. Students planning an internship (Psychology 498) should enroll in a Field Experience (Psychology 497) in their junior year. Those who anticipate doing Independent Study (Psychology 499) should begin that work in the first semester of their senior year.

Note: Transfer students who wish to graduate as Psychology majors will normally be expected to complete a minimum of 12 upper-division units in psychology at USD.

THE MINOR

A minimum of 18 units is required for the minor. These must include Psychology 101 and 130 and at least three upper-division courses. Psychology 160 is strongly recommended.

The American Humanics Certificate

Majors who plan to earn the American Humanics Certificate should confer with the Director of American Humanics (administered by the School of Education) about the preferred elective courses within the major.

The Social Science Teaching Credential

Students wishing to earn a Social Science Teaching Credential may do so while completing a major in Psychology. The specific requirements for the teaching credential differ from the general requirements for the Psychology major. Students interested in pursuing a Social Science Teaching Credential should consult the School of Education.

COURSES (PSYC)

101 [001] Introductory Psychology (3)

This General Education course provides an introduction to basic concepts in psychology. Topics include: the biological bases of behavior, development, sensation and perception, learning; motivation, psychological measurement, personality; behavior disorders, and social psychology. (Every semester)

130 [030] Research Methods in Psychology (3)

Introduction to the principles and methods of psychological research through lecture, discussion, and participation in laboratory and field research projects. This course will emphasize research designs. (Every semester)

160 [060] Statistics (3)

Introduction to the analysis of research data in psychology. Topics include measures of central tendency and variability, correlation, prediction, and hypothesis testing. (Every semester)

300 [100] Critical Thinking (3)

A pervasive problem in the psychological literature is the presence of multiple theories and models that have no

factual or empirical basis. In this course students will learn to critically evaluate the validity of theories, hypotheses, and writings in psychology by applying standards from perceptual, cognitive, physiological, and social psychology.

305 [105] Computer Analysis of Behavioral Science Data (3)

Students will learn to enter data on a computer and to use statistics programs (for example, SPSS) to perform the kinds of analyses introduced in basic statistics courses (for example, central tendency, variation, correlation, t-tests, analysis of variance and chi square). More advanced statistical procedures (for example, multiple regression, partial correlation, and analysis of covariance) will be introduced. Previous experience with computers is not required. Prerequisite: Psychology 160.

314 [114] Developmental Psychology: Childhood and Adolescence (3)

The study of growth and development of the normal individual from conception through adolescence. The influences of maturation and socialization are emphasized as well as the interdependence of the various periods of the individual life. Community service may be required. Prerequisite: Psychology 101.

315W [115] Research Methods/Laboratory in Developmental Psychology (3)

In-depth study of research methods in developmental psychology. Emphasis will be placed on the factors that make developmental research unique, on the appropriateness of particular methods for specific research or practical questions, and on the critical evaluation of research reports. Written project reports as well as a literature review and research proposal will be required. Prerequisites: English 121, Psychology 101, 130, 160, and 314.

316 [116] Developmental Psychology: Adulthood and Aging (3)

A study of human behavior and development into the adult years. Adulthood and aging as part of the generally accepted stages in the life span, attitudes about the adult years, and contemporary theories and research in the field will be discussed. A volunteer experience in the community may be required. Prerequisite: Psychology 101.

322 [122] Social Psychology (3)

The study of how people think about, relate to, and are influenced by others. Topics include: group behavior, socialization, social interaction, attitude change, affiliation, aggression, altruism, person perception, and the role of psychological factors in social problems. Current research will be stressed.

324 [124] Cross-Cultural Psychology (3)

An examination of human behavior in cultural context. Emphasis will be placed on the role of cultural factors influencing such patterns of behavior as perception, cognition, personality, emotion, development, group dynamics, mental and physical health, and language. Prerequisites: Psychology 101 and 130.

325W [125] Research Methods/Laboratory in Cross-Cultural Psychology (3)

This course explores the research methods, both laboratory and field, used in the study of human behavior across cultures. The course requires reading of original research, completion of laboratory projects, and a research paper. Prerequisites: English 121, Psychology 101, 130, 160, and concurrent enrollment in or prior completion of Psychology 324.

326 [126] Organizational/Industrial Psychology (3)

A study of the application of psychological principles in organizational settings. Topics include: organizational structure; personnel selection, social influence and human relations in organizations, leadership, and organizational change.

332 [132] Learning and Behavior (3)

The study of learning in humans and animals. Topics include: theories of learning; classical conditioning, instrumental learning, observation learning, and perceptual-motor and verbal learning and cognition. Current research will be stressed. Prerequisites: Psychology 101 and 130.

333W [133] Research Methods/Laboratory in Learning (3)

This course is designed to give the student an in-depth, hands-on experience with the research methods used in the study of conditioning and learning. Projects involving both human and nonhuman subjects will be conducted to illustrate the equipment, research designs, and procedures commonly employed in the area. Written project reports, as well as a literature review and research proposal, will be required. Prerequisites: English 121, Psychology 130, 160, and prior completion of or concurrent enrollment in Psychology 332.

334 [134] Human Memory (3)

A scientific approach to the traditional study of human memory, including structural concepts (memory stores), and process concepts (encoding, organization, retrieval). More recent approaches, including neural networks and concepts related to ecological validity are also explored. Prerequisites: Psychology 101 and 130.

335W [135] Research Methods/Laboratory in Human Memory (3)

This course integrates an in-depth exploration of selected human memory topics with an emphasis on experimental research methods. Readings of original research, active participation in laboratory replications, and complete research report preparation and write-ups will accompany each topic. The course will culminate with the preparation of an original research project. Prerequisites: English 121, Psychology 130, 160, and prior completion of or concurrent enrollment in Psychology 334.

336 [136] Cognitive Psychology (3)

Study of how people process information. Topics include: perception, attention, memory, imagery, language, concept formation, and problem solving. Both basic and applied issues will be addressed. Recent advances in neural network models will be introduced. Prerequisites: Psychology 101 and 130.

337W [137] Research Methods/Laboratory in Cognitive Psychology (3)

This course integrates an in-depth exploration of selected topics with an emphasis on experimental research methods. Readings in original research, active participation in laboratory replications, complete research report preparation, and write-ups will accompany each topic. The course will culminate in the preparation of an original research project. Prerequisites: English 121, Psychology 130, 160, and prior completion of or concurrent enrollment in Psychology 336.

342 [142] Biological Psychology (3)

Study of the biological bases of behavior, stressing evolutionary, genetic, neural, and hormonal processes. Topics include: anatomy and physiology of the nervous, sensory, and motor systems; and the biological bases of emotion, motivation, learning, memory, sleep, individual differences, and psychopathology. Current research will be stressed. Prerequisites: Psychology 101 and 130 or consent of instructor.

343W [143] Research Methods/Laboratory in Biological Psychology (3)

This course is designed to provide in-depth, hands-on experience with the concepts, methods, and techniques used in biological/physiological psychology research, including anatomical and histological methods, and surgical and pharmacological manipulations. Written project reports, as well as a literature review and research proposal will be required. Prerequisites: English 121, Psychology 130, 160, and completion of or current enrollment in Psychology 342, or consent of instructor.

344 [144] Animal Behavior: Comparative Psychology and Ethology (3)

Study of animal behavior through a synthesis of the work of ethologists and comparative psychologists. Stresses the adaptive nature of behavior and its role in evolution. Topics include: research strategies, classification of behavior; evolution and development of behavior, the concept of instinct, communication, and social behavior. Current research will be stressed. Prerequisites: Psychology 101 and 130 or consent of the instructor.

345W [145] Research Methods/Laboratory in Animal Behavior (3)

This course will explore the research methods used in the study of animal behavior in both laboratory and field settings. Observational skills will also be developed. Completion of a field project at an appropriate site will be required. Several laboratory projects and demonstrations will be conducted. Project reports as well as a research paper will be written. Prerequisites: English 121, Psychology 101, 130, 160, and concurrent enrollment in or prior completion of Psychology 344, or consent of the instructor.

347 [147] Behavior Genetics (3)

Explores the past and current status of the nature/nurture controversy in psychology as an introduction to the methods of research in behavior genetics. Hereditary influences on perception, learning, intelligence, temperament, personality, and psychopathology will be investigated through a consideration of current research in these areas. (Summer or Intersession)

352 [152] Introduction to Methods of Psychotherapy (3)

Introduction to problems, methods, and basic issues of psychotherapy. Prerequisite: Psychology 101.

354 [154] Behavior Disorders of Childhood (3)

This course will examine the causes of emotional disorders in childhood and the various methods of treatment for childhood disorders. Prerequisite: Psychology 101.

355 [155] Abnormal Psychology (3)

Study of the dynamics and processes of abnormal behavior with consideration of the biological psychological and sociological factors involved. Prerequisite: Psychology 101.

356 [156] Psychological Assessment (3)

Principles of psychological testing, selection, evaluation, and interpretation of test results. Prerequisites: Psychology 101, 130, and 160.

357 [157] Health Psychology (3)

An examination of the psychological variables contributing to the development and/or progress of disease, and of the effects of illness on injury and behavior. Areas to be considered include the impact of various types of stress on illness, pain mechanisms, psychophysiological disorders, psychological approaches to prevention and management, and treatment compliance. Prerequisites: Psychology 101 and 130.

358W [158W] Research Methods/Laboratory in Health Psychology (3)

This course is designed to provide in-depth discussion about the various methods, concepts, and techniques in the field of health psychology. Emphasis will be placed on the types of issues and methods that make health psychology unique. Requirements include written critical reviews of various journal articles, a literature review, and a research proposal. Prerequisites: Psychology 101, 130, 160, and either concurrent enrollment in or prior completion of an upper-division health psychology course.

359 [159] Health Psychology of Women and Ethnic Groups (3)

Recent advances in health care have discovered the necessity for specific treatment, instruction, research, and preventive measures focusing on women and ethnic health. This course is designed to investigate the specific needs of these populations in maintaining and obtaining the best medical care for their physical health. The interplay of biological, psychological, and social factors with health and illness as they specifically apply to these populations is the focus of the course. The role of traditional medical practices, particularly Native American and Asian-American health practices, is also described.

372 [172] History and Systems of Psychology (3)

A survey of the major ideas that have affected the development of Western psychology. The empirical, rationalistic, and materialistic roots of modern psychology will be discussed.

374 [174] Theories of Motivation (3)

Analysis of the factors that activate, direct, and modulate human and animal behavior. Biological, behavioristic, and cognitive approaches will be emphasized. Prerequisite: Psychology 101 or consent of instructor.

377 [177] Theories of Personality (3)

Foundations of theory will be presented. Major contributions of the analytic, behavioristic, and phenomenological schools of thought will be emphasized. Prerequisite: Psychology 101.

493 [197] Field Experience in Psychology (1)

Practical experience in a field setting under professional supervision. Each student is required to complete 40 hours of supervised training in an assigned field setting. May be taken for a maximum of 4 units (each unit in a different agency), but restricted to 1 unit per semester. (Every semester)

494 [194] Special Topics in Psychology (3)

The purpose of this course is to provide the advanced undergraduate student with an opportunity to explore a variety of contemporary problems in psychology. These will be in-depth investigations on subjects of special concern to the instructor. May be repeated with different topics. Prerequisite: Junior standing.

496 [196] Research Experience (1)

Experience in serving as a researcher in a project conducted by a faculty member. By invitation. May be repeated for a maximum of 2 units.

498 [198] Internship in Psychology (3)

This course involves two hours of class meetings and eight hours of field work each week. Fieldwork is under the joint supervision of agency personnel and the course instructor. Regularly scheduled conferences with the faculty supervisor are required and a log of the experience is maintained by each student. Prerequisite: Prior field experience, senior standing preferred with consent of the instructor. (Every semester)

499 [199] Independent Study (1-3)

Library, laboratory, or field research of the student's own design conducted under faculty supervision. A written report is required.

SOCILOGY

Michael P. Soroka, Ph.D., Chair
George J. Bryjak, Ph.D.
Michelle Madsen Camacho, Ph.D.
Anne Hendershott, Ph.D.
Judith Liu, Ph.D.
A. Rafik Mohamed, Ph.D.
Alberto López Pulido, Ph.D.
Thomas E. Reifer, Ph.D.

THE SOCIOLOGY MAJOR

The program in Sociology is designed to prepare students for graduate work in this discipline, and/or for work or advanced study in related fields of health, education, law, probation, welfare, and urban studies.

Preparation for the Major

Sociology 101, 110, and 160.

Major Requirements

Twenty-four upper-division units in sociology, to include:
Sociology 322 or 323 (3)
Sociology 324 (3)
18 additional upper-division units

At least 15 of these 24 upper-division units must be taken at USD.

The Social Science Teaching Credential

Students wishing to earn a Social Science Teaching Credential may do so while completing a major in Sociology.

The specific requirements for the teaching credential differ from general requirements for the Sociology major. Students interested in pursuing a Social Science Teaching Credential should consult the School of Education.

THE MINOR

Eighteen units of sociology including Sociology 101 and at least 9 upper-division units.

Students are required to complete Sociology 101 – Introduction to Sociology or Sociology 110 – Contemporary Social Issues prior to enrolling in any upper-division sociology course. Students are also required to have completed 45 units before enrolling in upper-division sociology courses. These prerequisites may be waived with consent of the instructor.

COURSES (SOCI)**100 [030] Introduction to Ethnic Studies (3)**

An interdisciplinary introduction addressing key issues regarding identity and definition among diverse cultures. The emphasis is on African Americans, Chicanos/Latinos, Native Americans, and Asian Americans, but includes discussion of other groups in the United States as well. A comparative, historical framework is used to examine such topics as language, family interactions, spirituality, economic and social locations, political aspirations, self definition, and values.

101 [001] Introduction to Sociology (3)

Basic concepts of sociology: groups, social processes, status, role, society, behavior patterns, social institutions, culture, and social change. (Every semester)

110 [010] Contemporary Social Issues (3)

This course is an analysis of contemporary social issues and social controversy from a sociological perspective. The course examines what constitutes a social issue, how social issues arise, the various claims-making activities that frame the debate surrounding a particular social issue, and possible ways to alleviate that issue. (Every semester)

115 [015] Introduction to Urban Studies (3)

This course provides an interdisciplinary introduction to conceptions of a study of the city. The goal is to establish a foundation for the analysis of urban issues. Toward this goal, sociological, historical, philosophical, aesthetic, literary, political, economic, and demographic perspectives of the city will be explored.

160 [060] Statistical Methods (3)

An introduction to the use of quantitative methods with emphasis on measures of central tendency and variability, statistical inference, including the normal curve, elementary probability, sampling, and correlation. (Every spring)

311 [111] Popular Culture (3)

An examination of the material and other cultural artifacts of everyday life in our society. Included for analysis are popular literature, films, television, and other mass media forms; popular icons such as children's toys and adults' automobiles as reflections of underlying cultural values and beliefs; and the promotion of "the good life" through popular advertising.

320 [120] U.S. Society (3)

An introduction to U.S. society within historical and social perspectives. Transitions and transformations in U.S. culture and values are considered in a social context. Topics explored include industrialization, capitalism, social stratification, and the interplay of freedom, democracy, individualism, and volunteerism with the U.S.'s social structure, political institutions, and cultural framework.

322 [122] Early Sociological Theories (3)

Development of sociological theories from Auguste Comte to George Herbert Mead. Prerequisite: Upper-division standing. (Alternate spring semesters)

323 [123] Modern Sociological Theories (3)

Development of sociological theories of contemporary European and U.S. sociologists. Prerequisite: Upper-division standing. (Alternate spring semesters)

324 [124] Methods of Social Research (3)

An introduction to a broad range of concepts and methods for the collection, organization, analysis, and interpretation of sociological data. Conceptual models, research design,

empirical methods, and the special problems of measurement, analysis, and interpretation are stressed. (Every fall)

331 [131] Race and Ethnic Relations (3)

An introduction to theory and research relative to minority group relations in the United States, with particular emphasis upon patterns, problems, and consequences of social interaction and cultural diversity among different racial, national, religious, and socioeconomic groups.

345 [145] Social Psychology (3)

An introduction to and analysis of social interaction, including individual and group behavior in social situations. Status and role relationships, group and norm formation, as well as communicative, leadership, and collective behavior, are stressed.

347 [147] Introduction to Criminology (3)

An examination of crime and society, with special emphasis on theories of criminality, types and trends in crime, and current controversies in criminology.

348 [148] Juvenile Delinquency and Urban Gangs (3)

This course provides an empirical description and sociohistorical analysis of the complex social problem of juvenile delinquency and urban gangs. Toward this goal, the course examines the historical circumstances and legal heritage out of which the social construction of juvenile delinquency has emerged. It also explores the behavior of juveniles and urban gang members on the streets, in the schools, in the family, and in the community, and examines the response of the criminal justice system. The emphasis of the course is upon the process through which juvenile behavior becomes juvenile delinquency, and through which juveniles become juvenile delinquents.

349 [149] Social Control (3)

An examination and analysis of the various strategies and techniques utilized to combat deviant and criminal behavior. Attention will be focused on the organization and operation of the U.S. criminal justice system.

350 [150] Social Institutions (3)

A comparative analysis of the basic structuring of human societies, utilizing the perspective of social systems theory. Topics for discussion will include such fundamental institutionalized processes as social allocation and social power, as well as the development of total societies from simple to complex forms of organization.

351 [151] Modern Chinese Society (3)

This course analyzes the historical and social development of the People's Republic of China from 1949 to the present. Topics explored include: the problems of post-

revolutionary institutionalization, the role of ideology, the tension between city and countryside, Maoism, major social movements, socialist education, the urban work force, and the status of women.

352 [152] Catholic Culture and U.S. Society (3)

A sociological exploration of Catholic culture in U.S. society. The central themes of Catholic culture – including community, sacrament, salvation, social justice, and celebration – are investigated in an effort to understand the behaviors and beliefs of contemporary U.S. Catholic culture, Catholic social teachings, and contemporary social issues.

353 [153] Marriage and the Family (3)

Analysis of the family as a social institution and as a social group, with emphasis on the impact of industrialization on traditional family functions, courtship, role expectations, child rearing, and family stability.

354 [154] Drugs and U.S. Society (3)

This course provides a sociohistorical analysis of the cultural, economic, and political forces that have driven anti-drug movements throughout U.S. history. Toward this goal, the course examines the historical circumstances and legal heritage that have contributed to the rise and fall of drug panics and the current disease model of addiction. The implications of the medicalization of deviance are explored, as are the influences of past drug policies and the casualties of the current “war on drugs.”

357 [157] Social Stratification (3)

An analysis of the structures and dynamics of social inequality, focusing upon competing theoretical explanations and empirical investigations of different arrangements by which wealth, power, and prestige are distributed in human societies.

358 [158] Political Sociology (3)

An introduction to the sociological analysis of the theory and practice of power in contemporary societies. Emphasis will be placed upon such topics as the nature of political power, social and cultural foundations of political institutions, sources and patterns of political involvement, and the social consequences of various types of power structures.

359 Women in Poverty (3)

This course focuses on poverty, specifically, the poverty experienced by women. The first part of the course examines various theoretical interpretations that are offered to explain “the feminization of poverty.” Additionally, we consider macro- and micro-factors that contribute to poverty, including job segregation, gender discrimination in the workforce, and family circumstances. The second part of the course examines the experience of poverty and specific problems facing poor women, such as homelessness and inadequate health care.

Social policy is the focus of the last part of the course: we take a critical look at welfare reform and the role of private charities in the lives of poor women.

362 [162] Global Society (3)

Using sociological perspectives on the roles of cultural beliefs and social practices in shaping people’s lives, this course offers an overview of the organizing principles of society that resulted in the transition of pre-industrial societies to modern industrial states. The goals of the course are to make students aware of the power that social and cultural structures hold over them, of the fact that different societies will necessarily hold disparate views on how societies should be organized, and how to assess social/cultural differences in a nonjudgmental way. Topics covered include the technological bases of social organization, sex and gender stratification, demography, nationalism, religion, and civil society.

363 [163] Urban Sociology (3)

An introduction to the study of communities including the city, rural-urban regions, urban ecology, and social change in urban areas.

364 Community, Consensus, and Commitment (3)

This interdisciplinary course will be useful for students who seek to understand contemporary social issues in a purposeful and strategic manner. The course utilizes theory and practice in order for students to learn the various dimensions of what constitutes community and how to apply the tools of community organizing, consensus-building, and sustaining commitment in addressing social issues.

366 [166] Sociology of Sexual Orientation (3)

The purpose of this course is to understand the lives of lesbians, gay men, transgendered, and bisexuals in contemporary society. Course will focus on acquiring an understanding of sexual orientation within the United States. Topics will include such issues as identity, socialization, social organization, social change, and gay and lesbian social movements.

368 [168] Social Deviance (3)

An analysis of conceptions of deviant behavior, the nature and prevalence of such behavior, and the theories developed to explain deviance. Emphasis is upon the relationship of such behavior to social structure and social processes.

369 [169] Sexuality in Contemporary Society (3)

An analysis of the phenomenon of human sexuality from a sociological perspective. Topics include: the biological basis of sexuality, development of sex roles, historical and cross-cultural views of sexuality, and trends in sexual behavior and attitudes.

370 [170] Sociology of Education (3)

An introduction to education as a social process and a social institution. Topics include: the social functions of education, the school as a formal organization and social system, social factors affecting the educational process, and an examination of change and innovation in education.

371 [171] Medical Sociology (3)

This course examines the social, cultural, political, and economic contexts of health and illness by first, focusing on the structural aspects of health and health care and, later, by highlighting professional socialization, patient-physician interactions, and cross-cultural issues facing patients and providers. The course concludes with an exploration and analysis of the process of illness and disability, the sociology of death and dying, and the field of medical ethics.

372 [172] Law and Society (3)

This course examines the relationship between formal law and other social institutions. It begins with an examination of legal theory and theories of law creation. It then explores the role of law in both fostering and remedying social inequality, law as a vehicle for social change, and the many other roles of law in modern U.S. society. The underlying premise is simple – law is a social construct. No matter how it is defined, law is not simply an objective system of dos and don'ts; rather, it is something that is shaped by history, social conditions, and particular groups in society.

373 Women and HIV/AIDS (3)

Scholars have observed that the risk and prevalence of infectious diseases are disproportionately distributed throughout the population: some groups are more likely than others to suffer the health consequences of these conditions. Scholars attribute this inequity to various social, cultural/gendered, and political factors. This course draws on this scholarship to explore one example of this form of social inequality and social injustice – the case of HIV/AIDS and women – and considers some of the challenges it presents to healthcare practices, social activism, and public policy in the United States today. Course topics, readings, and assignments have been selected to challenge and stimulate the intellectual development of advanced undergraduate students in Sociology, as well as graduate students in Nursing, Education, and Peace and Justice.

375 [175] The U.S. Mosaic (3)

The examination of selected racial/ethnic groups, social classes, sexual orientations, religions, and nationalities from a sociological perspective. This course focuses on acquiring an understanding of diversity and multiculturalism in modern U.S. society. Topics include such issues as identity, political economy, social organization, social change, and social movements.

380 [180] Collective Behavior (3)

An examination of the short-lived and often extraordinary noninstitutionalized behavioral phenomena of crowds, mobs, riots, panics, and crazes that seem to periodically disturb the orderly flow of human societal life. Also examined will be the processes by which these “social aberrations” may become institutionalized, as social movements, as part of a new and emerging sociocultural order.

385 [185] Aging and Society (3)

A study of the sociological, psychological, and cultural approaches and problems related to the aging process, with an emphasis on what it means to grow old in U.S. society.

388 [188] Sport in Social Context (3)

This course examines the role of sport in U.S. society. Topics include sport and social values, socialization into sport, the political and economic aspects of sport, sport and violence, sport and education, the African-American athlete, and women in sport.

390 [190] Sociology of Mass Communication (3)

A sociological analysis of mass communications and mass media in modern industrial and post industrial societies. Topics include: the development of modern mass communications systems, the role of mass communications media as both conveyor and shaper of public opinion and mass culture, the political impacts of mass communications systems, and the structure and control of mass communications channels.

493 [198] Field Experience in Sociology (1-3)

Practical experience in a field setting under professional and faculty supervision. Each student will complete 40 hours of training and service in an assigned field setting. Students may be required to attend an orientation program prior to their placement. Regularly scheduled meetings with the faculty supervisor and a learning journal of experiences are required from each student. May be taken for one to three units per semester. Pass/fail option only. A maximum of six units of credit from Internship and/or Field Experience courses may be applied toward fulfillment of requirements for the Sociology major. Prerequisite: Consent of faculty supervisor is required prior to registration.

494 [194] Special Topics in Contemporary Sociology (3)

An in-depth analysis of selected contemporary topics in sociology, with specific content to be determined by particular interest of instructor and students. May be repeated for credit with different course content. (Offered on demand)

498 [197] Internship in Sociology (3)

A practicum course involving a minimum of 120 hours per semester with various community, social service, and criminal justice agencies throughout San Diego County. Students may be required to attend an orientation program prior to their placement. Fieldwork is under the supervision of agency personnel and the faculty supervisor. Regularly scheduled meetings with the faculty supervisor, a learning journal of experiences, and a research paper are required

from each student. A maximum of 6 units of credit from Internship and/or Field Experience courses may be applied toward fulfillment of requirements for the Sociology major. Prerequisites: Junior or senior standing and consent of the faculty supervisor are required prior to registration.

499 [199] Independent Study (1-3)

Individual study and written research. Prerequisite: Consent of instructor and of department chair.

THEATRE ARTS

Colleen Kelly, M.F.A., Program Director

Patricia Conolly, A.E.A.

Evelyn Díaz Cruz, M.F.A.

James Feinberg, B.A.

Corey Johnston, M.F.A.

Robin Sanford Roberts, M.F.A.

Terry Ross, M.F.A.

THE THEATRE ARTS PROGRAM

The Theatre Arts Program offers a major and minor in Theatre Arts as well as general education courses and concentrations of study in other programs. The Theatre Arts Program serves as a vital educational, artistic and cultural center and resource for the University of San Diego and the many surrounding communities. The mission of the Theatre Arts Program is to present theatre as an essential component of civilization that can serve to educate, entertain and provoke dialogue. Through both academic and creative endeavors, we encourage students to develop a multi-cultural understanding of the world's diverse societies, both past and present. It is the Program's goal to provide all University students with an educational experience resulting in a life long appreciation of theatre as a means to explore the human condition. For the student seeking a career in theatre, the Program offers specific training that challenges an individual to work with integrity toward artistic and professional excellence, leading ultimately to employment in professional theatre or continued education at the graduate level.

MAJOR REQUIREMENTS

The Theatre Arts major requires 39 units of study. Students may concentrate in performance or design. It is also possible to create an integrated focus of study, but additional prerequisite courses may be needed to do so.

All (11 units) of the following:

Theatre 111 – Theatre and Society (3)

Theatre 116 – Theatre Practicum I (1)

Theatre 120 – Technical Theatre (4)

Theatre 120L – Technical Theatre Lab (0)

Theatre 130 – Acting I (3)

One (3 units) of the following:

Theatre 220 – Fundamentals of Design (3)

Theatre 235 – Acting II (3)

All (10 units) of the following:

Theatre 225 – Costume and Make-Up (3)

Theatre 316 – Theatre Practicum II (1)

Theatre 360W – Theatre History (3)

Theatre 369W – Contemporary Theatre (3)

One (3 units) of the following:

Theatre 320 – Set and Lighting Design (3)

Theatre 330 – Costume Design (3)

Theatre 340 – Voice and Speech (3)

One (3 units) of the following:

English 320 – Intro to Shakespeare (3)

English 324 – Renaissance Drama (3)

English 334 – Restoration/18th C. Drama (3)

English 362 – Modern Drama (3)

Three (9 units) of the following (in addition to above requirements):

Theatre 220 – Fundamentals of Design (3)

Theatre 235 – Acting II (3)

Theatre 320 – Set and Lighting Design (3)

Theatre 330 – Costume Design (3)

Theatre 335 – Acting III (3)

Theatre 340 – Voice and Speech (3)

Theatre 350 – Theatre Movement (3)

Theatre 365W – Playwriting (3)

Theatre 445 – Producing and Directing (3)

Theatre 455 – Stage Management (3)

Theatre 475C – Theatre and Community Seminar (3)

Theatre 494 – Special Topics in Theatre (3)

MINOR REQUIREMENTS

The Theatre Arts minor requires 21 units of study. Students may concentrate in performance or design. It is also possible to create an integrated focus of study, but additional prerequisite courses may be needed to do so.

All (11 units) of the following:

Theatre 111 – Theatre and Society (3)
 Theatre 116 – Theatre Practicum I (1)
 Theatre 120 – Technical Theatre (4)
 Theatre 120L – Technical Theatre Lab (0)
 Theatre 130 – Acting I (3)

One (3 units) of the following:

Theatre 220 – Fundamentals of Design (3)
 Theatre 235 – Acting II (3)

One (1 unit) of the following:

Theatre 316 – Theatre Practicum II (1)

One (3 units) of the following:

Theatre 360W – Theatre History (3)
 Theatre 369W – Contemporary Theatre (3)

One additional elective (3 units) from the following:

Theatre 220 – Fundamentals of Design (3)
 Theatre 225 – Costume and Make-Up (3)
 Theatre 235 – Acting II (3)
 Theatre 320 – Set and Lighting Design (3)
 Theatre 330 – Costume Design (3)
 Theatre 335 – Acting III (3)
 Theatre 340 – Voice and Speech (3)
 Theatre 350 – Theatre Movement (3)
 Theatre 360W – Theatre History (3)
 Theatre 365W – Playwriting (3)
 Theatre 369W – Contemporary Theatre (3)
 Theatre 445 – Producing and Directing (3)
 Theatre 455 – Stage Management (3)
 Theatre 475C – Theatre and Community Seminar (3)
 Theatre 494 – Special Topics in Theatre (3)

SPECIAL PROGRAMS

Students who are interested in a Single Subject Teaching Credential in English with a concentration in Theatre Arts, in the Liberal Studies major with a concentration in Theatre Arts or Interdisciplinary Humanities major with a concentration in Theatre Arts should plan

their program carefully with their major advisor and the Director of the Theatre Arts Program to ensure that graduation and/or credential requirements are met.

GENERAL EDUCATION REQUIREMENT IN FINE ARTS

Theatre Arts Program courses that satisfy the University's General Education Fine Arts requirement are listed below. Please note that some courses require a prerequisite from other programs or permission from instructor. Additional courses, such as a Special Topics course or a course that is specific to a student's declared major or minor, may be applicable with permission from the Theatre Arts Program Director. The only acceptable transfer of credits from other institutions in satisfaction of a Fine Arts GE in Theatre may be courses equivalent to Theatre 111 or Theatre 130.

The following courses satisfy the Fine Arts GE in Theatre:

Theatre 111 – Theatre and Society (3)
 Theatre 120/120L – Technical Theatre (4)
 Theatre 130 – Acting I (3)
 Theatre 220 – Fundamentals of Design (3)

The following courses satisfy the Fine Arts GE in Theatre with prerequisites and/or permission from the instructor:

Theatre 340 – Voice and Speech (3)
 Theatre 350 – Theatre Movement (3)
 Theatre 360W – Theatre History (3)
 Theatre 365W – Playwriting (3)
 Theatre 369W – Contemporary Theatre (3)
 Theatre 475C – Theatre and Community Seminar (3)

COURSES (THEA)

111 [011] Theatre and Society (3)

This course studies theatre as an art form and examines the historical role of theatre in the world and its continuing significance as a mirror for society and a contributor to world civilizations. Primarily a lecture course with experiential assignments such as attending plays, designing projects and/or performing. This course is required for

RECOMMENDED PROGRAM OF STUDY MAJOR IN THEATRE ARTS

FIRST YEAR

10 UNITS
 Theatre 111 (3)
 Theatre 120 (4)
 Theatre 120L (0)
 Theatre 130 (3)

SECOND YEAR

10 UNITS
 Theatre 116 (1)
 Theatre 225 (3)
 English 320, 324, 334, or
 362 (3)
 Theatre 220 (3) or
 Theatre 235 (3)

THIRD YEAR

10 UNITS
 Theatre 316 (1)
 Theatre 360W (3)
 Theatre 369W (3)
 Theatre 320 (3) or
 Theatre 330 (3) or
 Theatre 340 (3)

FOURTH YEAR

9 UNITS
 Concentration/Elective (3)
 Concentration/Elective (3)
 Concentration/Elective (3)

majors and minors and satisfies the GE Fine Arts requirement. (Every semester)

115 [015] Production Activity I (1-3 P/F)

One unit of pass/fail credit per semester is available to students who participate in faculty-supervised productions or projects within Theatre Arts. Please refer to pass/fail grading regulations in the current *Bulletin*. A list of approved technical and performance opportunities is available each semester through Theatre Arts. A minimum of 30 production hours is required, although most productions and projects will require more hours for successful completion. May be repeated for up to three units applicable toward graduation requirements. May not be applied toward the major or minor in Theatre Arts. Does not satisfy GE Fine Arts requirement. (Every semester)

116 [016] Theatre Practicum I (1-3)

This course is for majors and minors only. One graded unit serving on a faculty-supervised running crew is required of all Theatre Arts majors and minors. A list of approved technical positions is available each semester through Theatre Arts. A minimum of 30 crew hours is required, although most productions and projects will require more hours for successful completion. Majors and minors may earn additional graded credit, not to exceed three units with faculty approval through performance as well as technical experiences. Additional credits may not be applied toward the major or minor, but are applicable toward graduation requirements. Does not satisfy GE Fine Arts requirement. This course is repeatable. (Every semester)

120 [020] Technical Theatre (4)

This course covers the primary technical process necessary to mount a theatrical production and requires concurrent registration in THEA 120 Lab. This course examines 'behind the scenes' fundamentals, including stagecraft vocabulary, set construction techniques, lighting and sound technology, properties, scenic painting, production organization and theatre architecture. Through lectures, readings and observations of professional productions, this course also covers an introduction to scenic, lighting, and sound design. Lectures and discussions will prepare the student for

participation in the experiential lab section of the class. Concurrent registration in Theatre 120L required. This course is required for Theatre Arts majors and minors and satisfies the GE Fine Arts requirement. (Every semester)

120L [020L] Technical Theatre Lab (0)

This experiential lab must be taken concurrently with THEA 120. Students will learn how to put technical theory into practice as well as safely and effectively use scene shop tools and operate equipment in the theatre space. Practical work will support the semester's theatrical productions, requiring students to participate in the construction, installation, and painting of the sets, hanging and focusing lights, and installation and configuration of the sound system. Lab hours outside of the scheduled class time will be required, including some weekends, and will be scheduled in accordance with the semester's production calendar. Concurrent registration in Theatre 120 required.

130 [030] Acting I (3)

This course examines the tradition of the actor as storyteller and challenges students to increase their ability to clearly express their own ideas and feelings and to consider ideas and feelings beyond their own experience. Creative explorations in improvisation, partnering and collaboration as well as technical methods in voice production, physical action and text analysis will be used to identify and perform character choices in monologues and scenes. This course is required for Theatre Arts majors and minors and satisfies the GE Fine Arts requirement. (Every semester)

155 [055] Theatre in Education (3)

This course is specifically designed for future elementary school teachers enrolled in the Liberal Studies major as an introduction to the use of theatre and dance in the classroom. The course examines theatre and dance through form, style, history, and cultural perspectives. It offers a structure and vocabulary to appreciate and discuss theatre and dance. It also provides practical methods, including the use of CD-ROM applications, to actively use theatre and dance in the classroom. May not be applied toward the major or minor in Theatre Arts. Does not satisfy GE Fine Arts requirement. (Yearly)

R E C O M M E N D E D P R O G R A M O F S T U D Y M I N O R I N T H E A T R E A R T S			
<u>FIRST YEAR</u>	<u>SECOND YEAR</u>	<u>THIRD YEAR</u>	<u>FOURTH YEAR</u>
6 UNITS Theatre 111 (3) Theatre 130 (3)	5 UNITS Theatre 120 (4) Theatre 120L (0) Theatre 116 (1)	4 UNITS Theatre 220 (3) or Theatre 235 (3) Theatre 316 (1)	6 UNITS Theatre 360W (3) or Theatre 369W (3) Elective (3)

220 [025] Fundamentals of Design (3)

This course focuses on understanding foundational elements of theatrical design and developing the skills to translate textual content into visual content. The course will examine the process used by designers in developing visual solutions including: script analysis, research, creative exploration, communicating ideas, presentation methods, and practical execution of ideas. This course is a prerequisite for majors and minors wanting to continue in design courses in Theatre Arts. Satisfies the GE Fine Arts requirement. (Every semester)

225 [125] Costume and Make-up (3)

This course is an introduction to the historical, social, and dramatic significance of theatrical costume and make-up, and was designed to serve both actors and technicians, but may also be of interest to those who have previously completed their GE requirement in Theatre Arts. Through research and creative exploration of clothing, style, image, make-up application and mask performance, students will learn how costumes and make-up contribute to theatrical storytelling and character development. This course is required for Theatre Arts majors. Prerequisite: Theatre 111 or 130 or 220. (Yearly)

235 [035] Acting II (3)

Through focusing on contemporary dramatic scripts and actor transformation, this course teaches the student to work creatively within a structure and develop an acting process that balances and integrates text analysis and creative imagination. Explorations in improvisation, partnering, and collaboration, as well as technical methods in voice production, physical action, and text analysis will be used to identify and perform character choices in monologues and scenes. This course is a prerequisite for majors and minors wanting to continue in acting courses in theatre arts. Prerequisite: Theatre 130. (Every semester)

315 [115] Production Activity II (1-3 P/F)

One unit of pass/fail credit per semester is available to students who participate in faculty-supervised productions or projects within theatre arts. Please refer to pass/fail grading regulations in the current *Bulletin*. A list of approved technical and performance opportunities are available each semester through Theatre Arts. A minimum of 30 production hours is required, although most productions and projects will require more hours for successful completion. May be repeated for up to three units applicable toward graduation requirements. May not be applied toward the major or minor in Theatre Arts. Does not satisfy GE Fine Arts requirement. Prerequisite: Theatre 115. (Every semester)

316 [116] Theatre Practicum II (1-3)

This course is for majors and minors only. One graded unit of a faculty-supervised production or project experience is required of all Theatre Arts majors and minors. A list of approved opportunities is available each semester through Theatre Arts. A minimum of 30 hours is required although most productions and projects will require more hours for successful completion. Majors and minors may earn additional graded credit not to exceed three units with faculty approval. Additional credits may not be applied toward the major or minor, but are applicable toward graduation requirements. Does not satisfy GE Fine Arts requirement. Prerequisite: Theatre 116. This course is repeatable. (Every semester)

320 [120] Set and Lighting Design (3)

This course advances the study of theatrical design through a specific and in-depth focus in sets and lighting. Through script analysis, research, sketching, model building, drafting, and verbal presentations, the student will participate in all stages of the design process. To further enhance the understanding of design, students will be required to attend theatrical productions both on campus and at local professional theatres for the purpose of analysis and discussion. Prerequisites: Theatre 120, 120L, 220. (Yearly)

330 [130] Costume Design (3)

This course advances the study of theatrical design through a specific and in-depth focus on the process of costuming a theatrical production. This course examines the social impact of clothes and how that translates to theatrical costuming. Students will learn skills in visual and textual research, play analysis, character interpretation, and collaborative communication with other artists. Topics include: costume history, rendering, design elements, script analysis, portfolios, time management, scheduling, production procedures, swatches, and presentation methods. Prerequisites: Theatre 220, 225. (Yearly)

335 [135] Acting III (3)

This course will focus on performing classical texts. Students will address the challenges of heightened language, rhetoric, argumentation, style, scansion, poetry, and period movement. Explorations in improvisation, partnering, and collaboration, as well as technical methods in voice production, physical action, and text analysis will be used to identify and perform character choices in monologues and scenes. Students are strongly encouraged to complete Theatre 340 prior to taking this course. Prerequisites: Theatre 130, 235. (Yearly)

340 [140] Voice and Speech (3)

This course will integrate various vocal training methods and approaches to enable and encourage vocal growth in the areas of breath support, clarity of speech, diction, and range. Students will learn techniques for increased awareness and development of a healthy, flexible, well-supported vocal instrument. This course is specifically designed for students interested in theatre application, but can be of benefit to anyone interested in public speaking or having a desire to communicate with more clarity and confidence. The course employs techniques to discover and cultivate the source of one's natural vocal potential as well as performance explorations with monologues, scenes, and poetry. This course is an elective for majors and minors and satisfies the GE Fine Arts requirement with Communication Studies prerequisite. Prerequisite: Theatre 111 or 130 or Communication Studies 101 or 103. (Every semester)

350 [150] Theatre Movement (3)

This course focuses on physical communication for the artist through exploring personal habit, body language, theatrical physical action, character development, transformation, and dramatic style. This practical course requires participation in physical activity and performance exercises based on research and text analysis. This course is an elective for majors and minors and satisfies the GE Fine Arts requirement with permission. Prerequisite: Theatre 111 or 130 or permission. (Yearly)

360W [160] Theatre History (3)

Centering on the cultural contributions of theatre and how cultures are reflected in theatrical presentations, this course examines the roots and development of world theatre, beginning with ancient practices and concluding with realism. Students will study important figures, events, genres, and styles of theatre through the reading and discussion of numerous scripts and exploration of various approaches to creating theatre through the ages. This course is required for Theatre Arts majors and satisfies the GE Fine Arts requirement with permission. Prerequisite: Theatre 111 or permission. (Fall semester)

365W [165] Playwriting (3)

The course will focus on reading dramatic literature, writing scenes, and creating a work in playwriting format. Students will learn playwriting through writing exercises and acting exercises that elicit the creative writing of scenes. Daily reading, analysis, quizzes, and the writing of an original one-act play will be required as a final project. This course is an elective for Theatre Arts majors and minors and satisfies the GE Fine Arts requirement with English prerequisite. Prerequisite: Theatre 111 or 130 or English 121. (Yearly)

369W [169] Contemporary Theatre (3)

This course examines contemporary plays and playwrights as well as alternative and avant-garde forms of theatre. The course will focus on textual analysis, production history, and current criticism. This course is required for Theatre Arts majors and satisfies the GE Fine Arts requirement with permission. Prerequisite: Theatre 111 or permission. (Spring semester)

445 [145] Producing and Directing (3)

This course examines the process of producing and directing plays for the theatre. Topics covered include: choosing a play, securing performance rights, paying royalties, negotiating contracts, casting, scheduling, collaborating with design teams, script analysis, actor coaching, blocking rehearsal, technical and dress rehearsals, publicity, marketing, and box office and front of house management. Opportunities to direct actors in monologues, scenes and/or short plays will occur throughout the semester. Prerequisites: Theatre 120, 120L, 130. (Every other year)

455 [155] Stage Management (3)

This course examines the range of a stage manager's role in the theatrical process. The course is designed to prepare students for practical experience and employment as a stage manager in educational or professional theatre, as well as prepare students to use stage management skills in other arts-related and non-related fields. This course will include field experience/observation of productions both on campus and at local professional theatres. Prerequisites: Theatre 116, 120, 120L, 130. (Yearly)

475C [175] Theatre and Community Seminar (3)

This course focuses on the use of theatre and performance as a means to explore social and political issues. This performance-based course will examine the skills needed to create pieces of theatre that are for and about specific communities and their concerns. Students will be involved in all levels of creation, such as the researching, interviewing, writing, and performing of scripts. When available and appropriate, students will be guided in establishing partnership building with community based organizations. This course is cross-listed with Community Service-Learning and satisfies the GE Fine Arts requirement with permission. Prerequisite: Theatre 111 or 130 or permission. (Yearly)

494 [194] Special Topics in Theatre (1-3)

Courses examining a specific area of theatre or specific point of view are offered as special topics on a per-semester basis. This course is an elective for major and minors and may be repeated for credit. Prerequisite: Permission. (Per-semester basis)

498 [197] Professional Internship (1-3)

Credit for an educational experience in a professional environment under professional supervision is available to declared majors and minors with permission from the Theatre Arts Program Director. Credits may not be applied toward the major or minor, but are applicable toward graduation requirements. Prerequisite: Permission. (Every semester)

499 [199] Independent Study (1-3)

Credit for a faculty-supervised research or creative project is available to declared majors and minors with permission from the Theatre Arts Program director. Credits may not be applied toward the major or minor, but are applicable toward graduation requirements. Prerequisite: Permission. (Every semester)

T H E O L O G Y A N D R E L I G I O U S S T U D I E S

Florence Morgan Gillman, Ph.D., S.T.D., Chair

María Pilar Aquino, S.T.D.

Joseph A. Colombo, Ph.D.

Helen deLaurentis, Ph.D.

Kathleen M. Dugan, Ph.D.

Orlando O. Espín, Ph.D.

Russell Fuller, Ph.D.

Evelyn Kirkley, Ph.D.

Rev. Dennis W. Krouse, S.T.D.

Mary E. Lyons, Ph.D.

Elaine MacMillan, Ph.D.

Gary A. Macy, Ph.D.

Lance E. Nelson, Ph.D.

Rev. Ronald A. Pachence, Ph.D.

Maria Pascuzzi, S.T.D., S.S.L.

Patricia A. Plovovich, Ph.D.

Karma Lekshe Tsomo, Ph.D.

Theology and the study of religion reflect upon the existence and nature of God, the human experience of God, and God's revelation in the world. The Roman Catholic tradition is pre-eminent within a curriculum that is both ecumenical and cross-cultural. Since all upper-division courses presuppose a religious studies foundation, students are expected to have completed at least one lower-division course before enrolling in upper-division courses. Students are advised to attend to the various prerequisites specified for upper-division courses.

THE MAJOR

Major Requirements

36 units

Lower-Division

Theology and Religious Studies 116 and one other course

Upper-Division

One course from Theology and Religious Studies 312-321; 341 or 342, 360, 364; one course from 381-388, 495, 496; and 12 upper-division elective units

Majors may concentrate in specific areas of study through careful distribution of their elective units including biblical studies, theological ethics, systematic theology,

world religions, church history, etc. It is important to select an advisor specialized in one's area of interest.

THE MINOR

Minor Requirements

18 units

Lower-Division

Theology and Religious Studies 116, and one other course

Upper-Division

Theology and Religious Studies 360 or 364 and 9 elective units

COURSES (THRS)

110 [010] The Nature of Religion (3)

An introduction to the study of religion, investigating universal constants in religious experience, such as myths, symbols, ethical values, and concern with the meaning of life and death.

112 [012] Introduction to World Religions (3)

A survey of the major religious tradition of the world, focusing on an understanding of the religious world views and practices that shape culture across the globe. Selected readings from these traditions, which will include Christianity, the religions of India and East Asia, Judaism, Islam, and the religions of indigenous oral cultures.

114 [014] Foundations in Catholic Theology (3)

An investigation of the fundamentals of Christian belief and of characteristics distinguishing the Roman Catholic from other Christian traditions.

116 [016] Introduction to Biblical Studies (3)

A study of the Bible: its formation, historical character, primary themes, and interpretation.

119 [019] Christianity and Its Practice (3)

An introduction to Christian belief and practice through reflection on classic and contemporary expressions of the Christian life.

312 [112] Hindu Faith and Practice (3)

A historical and systematic study of Indian religion from the Vedic revelation to modern theologians with special emphasis on points of contact between Hindu and Christian thought. Prerequisite: Theology and Religious Studies 110, 112, or consent of instructor.

313 [113] Jewish Faith and Practice (3)

An examination of Jewish beliefs and practices, their historical and biblical foundations, and their theological and cultural expressions. Prerequisite: Theology and Religious Studies 110, 112, or 116, or consent of instructor.

314 [114] Buddhist Faith and Practice (3)

A systematic study of the life and teachings of Gautama and an investigation of Buddhism in India, Southeast Asia, China, and Japan. Special attention is paid to the contemporary response of Christianity to Buddhism. Prerequisite: Theology and Religious Studies 110, 112, or consent of instructor.

315 [115] Islamic Faith and Practice (3)

A study of the life of the prophet Muhammad, the fundamentals of the message of the Qur'an, its relationship to Judaism and Christianity, and questions which Islam poses in modern history. Prerequisite: Theology and Religious Studies 110, 112, or consent of instructor.

320 [120] Native American Religious Traditions (3)

An historical and systematic investigation into the spiritual contribution of Native Americans, their ethos, and their meaning for Christianity and the future of humanity. Prerequisite: Theology and Religious Studies 110 or 112, or consent of instructor.

321 [121] Afro-Latin Religions (3)

This course studies the three main religions of African origins in Latin America and the United States. Santería/Candomblé, Vodoun, and Umbanda are approached and interpreted from diverse perspectives: historical, cultural, theological, etc. Their formation and development are contextualized in the Latin American experience of slavery. Their contemporary significance is discussed. Prerequisite: Theology and Religious Studies 110, 112, or 358, or consent of instructor.

330 [130] Foundations of Christian Ethics (3)

An investigation of the norms of behavior, values, and ideals of the Christian life. Prerequisite: Theology and Religious Studies 116 or consent of instructor.

334 [134] Christian Social Ethics (3)

A study of the Christian community's relation to civil society and of socioethical problems in light of Christian tradition. Prerequisite: Theology and Religious Studies 116 or consent of instructor.

335 [135] Catholic Social Thought (3)

A study of the origins and development of modern Catholic Social Thought focusing on the major official documents with address contemporary issues of social justice, including the sociopolitical dimension of Christian faith and spirituality. Prerequisites: Theology and Religious Studies 114 or 334, or consent of instructor.

341 [141] Christian Worship (3)

An introduction to the study of Christian liturgy through an examination of the history of liturgical practice, of myth and symbol as dimensions of sacramentality, and of theological and cultural principles of celebration. Prerequisite: Theology and Religious Studies 114 or 116, or consent of instructor.

342 [142] Christian Sacramental Practice (3)

A study of the practice, history, and theology of Christian initiation, eucharist, penance, anointing of the sick, holy orders, and matrimony. Prerequisite: Theology and Religious Studies 114 or 116, or consent of instructor.

343 [143] Christian Marriage (3)

A theological study of Christian marriage with consideration of the historical development and current pastoral understanding of this sacrament. Prerequisite: Theology and Religious Studies 114, 116, or 119, or consent of instructor.

353 [153] Early Christianity (3)

A study of the theology and religious practices of the first five centuries of Christianity. Prerequisite: Theology and Religious Studies 14, 16, or 19, or consent of instructor.

354 [154] The Medieval Church (3)

A study of the theology and religious practices of Western Christianity from the 6th through the 15th centuries. Prerequisite: Theology and Religious Studies 114, 116, or 119, or consent of instructor.

355 [155] The Reformation Era (3)

A study of the theologies and religious traditions leading to and expressed in diverse ecclesial communities in Christianity during the 16th and 17th centuries. Prerequisite: Theology and Religious Studies 114, 116, or 119, or consent of instructor.

356 [156] Catholicism in the United States (3)

The history of the Catholic Church in the United States of America and theological reflection upon its unique development and characteristics. Prerequisite: Theology and Religious Studies 114, 116, or 119, or consent of instructor.

357 [157] Protestantism in the United States (3)

The history, theology, and cultural developments of Protestants in the United States, including the following denominational families: Episcopalians, Baptists, Methodists, Presbyterians, Holiness/Pentecostals, Congregationalists, Lutherans, and the Disciples of Christ. Prerequisite: One lower-division Theology and Religious Studies course or consent of instructor.

358 [158] U.S. Latino Catholicism (3)

A culturally contextualized study of the beliefs and practices of Latino Catholics in the U.S., with particular emphasis on popular Catholicism. Prerequisite: Theology and Religious Studies 114, 116, or 119, or consent of instructor.

360 [160] Jesus in Christian Tradition (3)

A critical investigation of the person and ministry of Jesus in light of Scripture and the Christian tradition. Prerequisite: Theology and Religious Studies 114, 116, or 119, or consent of instructor.

361 [161] Christian Understanding of the Human Person (3)

A theological exploration of the meaning and dignity of human persons in terms of their relationships to God and to creation. Prerequisite: Theology and Religious Studies 114, 116, or 119, or consent of instructor.

362 [162] Christian Understandings of Salvation (3)

An examination of Christian understandings of salvation from biblical, historical, and contemporary perspectives. Prerequisite: Theology and Religious Studies 14 or 16, or consent of instructor.

363 [163] Belief and Unbelief (3)

An investigation in the context of modern atheism and secular humanism into the validity of the claim of religion to speak truthfully of God and to describe the adequate response of human beings to the divine being.

364 [164] Theology of the Church (3)

An investigation of the origin, nature, and function of the Church, primarily from the Catholic perspective. Recommended: Theology and Religious Studies 114, 116, or 119, or consent of instructor.

366 [166] The Problem of God (3)

The questions “What is God?” “Does God exist?” and “What does it mean to believe in God?” are investigated against the background of classical theism and modern thought.

368 [168] U.S. Latino and Latin American Theologies (3)

An analysis of the contexts, major themes, authors, and texts of U.S. Latino and/or Latin American theologies. Liberation and cultural theologies will be emphasized. Prerequisite: Theology and Religious Studies 114, 116, 119, or 358, or consent of instructor.

369 [169] Liberation Theology (3)

A study of the origin, characteristics, method, central themes, and current expressions of liberation theology. Special emphasis on the understanding of revelation, God, Jesus Christ, the Church, the human being, Christian ethics, social justice, and Christian spirituality. Prerequisite: Theology and Religious Studies 114 or consent of instructor.

370 [170] Gender and Religion in the United States (3)

An examination of religion’s role in shaping womanhood and manhood and the roles men and women have played in shaping religious communities in the U.S. Prerequisite: Theology and Religious Studies 112 or 119, or consent of instructor.

371 [171] Cults and Sects in the United States (3)

An examination of new religious movements commonly called cults and sects in the U.S. Prerequisite: Theology and Religious Studies 112 or 119, or consent of instructor.

381 [181] The Pentateuch: Jewish and Christian Roots (3)

A study of the first five books of the Bible (Genesis, Exodus, Leviticus, Numbers, Deuteronomy), the history of their composition, and their theological contributions to Judaism and Christianity. Prerequisite: Theology and Religious Studies 116 or consent of instructor.

382 [182] The Prophetic Tradition of Israel (3)

A study of Old Testament prophets in their historical, social, and political backgrounds. Attention is given to the contribution of the prophets to Jewish-Christian theologies and their significance for the contemporary world. Prerequisite: Theology and Religious Studies 116 or consent of instructor.

383 [183] Matthew and Mark (3)

A study of the sayings and deeds of Jesus as handed down by the early Christians and recorded in the first two Gospels. Prerequisite: Theology and Religious Studies 116 or consent of instructor.

384 [184] The Writings of Luke (3)

A study of the Gospel of Luke and Acts of the Apostles. This course studies Luke's interpretation of the sayings and deeds of Jesus as handed down by the early Christian community and his theological history of the early church. Prerequisite: Theology and Religious Studies 116 or consent of instructor.

385 [185] Pauline Theology (3)

A study of the Pauline writings and theological thought. Major themes are reviewed with respect to their applications to present-day Christian life. Prerequisite: Theology and Religious Studies 116 or consent of instructor.

386 [186] Johannine Theology (3)

A study of the Johannine writings, particularly the Gospel. Some of the major themes examined are Christology, Trinitarian doctrine, and eschatology. Prerequisite: Theology and Religious Studies 116 or consent of instructor.

388 [188] The World of the Bible (3)

A survey of historical, political, social, cultural, and religious conditions of selected periods in biblical history.

390 [190] The Holocaust: Death of God or Death of Humanity? (3)

A study of the Holocaust focused on the moral and religious dilemmas it raises for Jews and Christians.

494 [194] Topics in Theology and Religious Studies (3)

A study of selected major figures or problems or movements or periods in either Christianity and/or other religions. Specification will be made by the instructor. Prerequisite: Consent of instructor.

495-496 [198AB(W)] Senior Research Seminar (3)

This is a two-semester, capstone course to assist majors in producing an original research project. Students will register for one unit in the fall semester and two units in the spring. During the fall, students will meet once a week in order to learn research methods, including the establishment of adequate bibliography for a major paper and the delineation of a topic, and to acquire facility in the use of a manual of style. The approved topic will result in a substantial research paper to be completed and presented in the spring. The spring sessions will also include student assessment of the major. Not available for general education credit. Required for majors of at least junior status; other students must have consent of the chair.

499 [199] Directed Individual Study (1-3)

Prerequisite: Consent of instructor and approval of the department chair and of the dean.

URBAN STUDIES

Anne B. Hendershott, Ph.D., Program Coordinator

THE URBAN STUDIES MAJOR

Urban Studies is an interdisciplinary major or minor intended for students interested in a greater understanding of urban structures, processes, and problems. Core courses in the major examine urbanization from sociological, economic, and political perspectives. Students are introduced to methodologies for studying cities in an attempt to enhance their understanding of the various social consequences of urbanization – consequences often viewed as the source of major social problems. This urban social problems' perspective is further elaborated through elective courses designed to focus upon specific areas of interest including race relations and economic inequality, urban crime, public education, and other urban social problems within a sociopolitical and economic framework.

After completing the major, students will understand both the dynamics of the city and the role of politics and economics in alleviating or exacerbating urban social problems. Thus, the urban studies major will be of particular interest to those who are considering careers in government, city planning, criminal justice, law enforcement, human services, and social welfare, as well as those contemplating graduate work or professional training in related fields.

Preparation for the Major

Urban Studies 115 – Introduction to Urban Studies (3)
Economics 101 – Principles of Microeconomics (3)
Political Science 125 – American Politics (3)
Sociology 110 – Contemporary Social Issues (3)

One of the following:

Economics 216 – Quantitative Business Analysis (4)
Political Science 250 – Research Methods in Political Science (3)
Sociology 160 – Statistical Methods (3)

Recommended:

Communication Studies 101 – Introduction to Human Communication (3)
 Psychology 101 – Introductory Psychology (3)

Major Requirements

Thirty units of upper-division course work to be distributed as follows:

- A. Core social sciences. Nine upper-division units as indicated below are to be taken.
 Economics 304 – Urban Economics (3)
 Political Science 342 – Urban Politics (3)
 Sociology 363 – Urban Sociology (3)
- B. Methodology. Three upper-division units to be chosen from the following:
 Economics 370 – Applied Econometrics (3)
 Environmental Studies 315 – Geographic Information Systems (3)
 Sociology 324 – Methods of Social Research (3)
- C. Cultural Diversity. Three upper-division units to be chosen from the following:
 Communication Studies 475 – Intercultural Communication (3)
 History 383 – Chicano History (3)
 Political Science 316 – Sex, Power, and Politics (3)
 Political Science 322 – Constitutional Law II (3)
 Sociology 331 – Race and Ethnic Relations (3)
 Theology and Religious Studies 358 – U.S. Latino Catholicism (3)
- D. Urban Institutions. Three upper-division units to be chosen from the following:
 Communication Studies 462 – Political Communication (3)
 Economics 302 – Public Finance (3)

Economics 329 – Real Estate Economics (3)
 Environmental Studies 305 – Environmental Assessment Practices (3)
 Political Science 340 – State and Local Government (3)
 Political Science 345 – Public Administration (3)
 Political Science 347 – Public Policy (3)
 Sociology 358 – Political Sociology (3)

- E. Behavioral Science. Three upper-division units to be chosen from the following:
 Psychology 322 – Social Psychology (3)
 Sociology 345 – Social Psychology (3)
 Sociology 347 – Introduction to Criminology (3)
 Sociology 348 – Juvenile Delinquency and Urban Gangs (3)
 Sociology 349 – Social Control (3)
 Sociology 357 – Social Stratification (3)
 Sociology 368 – Social Deviance (3)
 Sociology 380 – Collective Behavior (3)

F. Electives. This section allows students to explore in more depth the influences examined in C, D, and E above. Six upper-division units to be chosen from the courses listed above or special topics courses offered in Sociology 494, Economics 494, History 375 or 389, or Political Science 444 or Political Science 494, in consultation with major advisor.

G. Urban Studies 497 – Advanced Urban Studies (3)

URBAN STUDIES MINOR

18 units, 12 of which must be upper-division.

- Urban Studies 115 – Introduction to Urban Studies (3)
- Three units from:
 Economics 304 – Urban Economics (3)
 Political Science 342 – Urban Politics (3)
 Sociology 363 – Urban Sociology (3)

R E C O M M E N D E D P R O G R A M O F S T U D Y			
FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I Preceptorial (3) Urban Studies 115 (3) GE or Electives (9-10)	SEMESTER I Economics 101 (3) GE or Electives (12-13)	SEMESTER I Economics 304 (3) Political Science 342 (3) Behavioral* (3) GE or Electives (6-7)	SEMESTER I Methodology Upper-Division* (3) Urban Electives* (3) GE or Electives (9-10)
SEMESTER II Political Science 125 (3) Sociology 110 (3) GE or Electives (9-10)	SEMESTER II Methodology Lower-Division (3)	SEMESTER II Sociology 363 (3) Diversity* (3) Institutions* (3) GE or Electives (6-7)	SEMESTER II Urban Studies 497 (3) Urban Electives* (3) GE or Electives (9-10)
*To be chosen from the distributed area requirements described in A-G above.			

3. Three units from:
 - Communication Studies 475 – Intercultural Communication (3)
 - History 383 – Chicano History (3)
 - Political Science 316 – Sex, Power, and Politics (3)
 - Political Science 322 – Constitutional Law II (3)
 - Sociology 331 – Race and Ethnic Relations (3)
 - Theology and Religious Studies 358 – U.S. Latino Catholicism (3)
4. Six units from the above or:
 - Economics 302 – Public Finance (3)
 - Economics 329 – Real Estate Economics (3)
 - Environmental Studies 305 – Environmental Assessment Practices (3)
 - Political Science 340 – State and Local Government (3)
 - Political Science 345 – Public Administration (3)
 - Political Science 347 – Public Policy (3)
 - Psychology 322 – Social Psychology (3)
 - Sociology 345 – Social Psychology (3)
 - Sociology 347 – Introduction to Criminology (3)
 - Sociology 348 – Juvenile Delinquency and Urban Gangs (3)
 - Sociology 349 – Social Control (3)
 - Sociology 357 – Social Stratification (3)
 - Sociology 368 – Social Deviance (3)
 - Sociology 380 – Collective Behavior (3)
5. Urban Studies 497 – Advanced Urban Studies (3)

COURSES (URBN)

115 [001] Introduction to Urban Studies (3)

This course provides an interdisciplinary introduction to conceptions of a study of the city. The goal is to establish a foundation for the study of urban issues. Toward this goal, sociological, historical, philosophical, aesthetic, literary, political, economic, and demographic perspectives of the city will be explored.

300 Urban Planning (3)

The purpose of this course is to introduce the student to the theories and practices of urban planning. It approaches planning as a visionary field, a technical profession, and a political and governmental function. This comprehensive approach implies that planning is an interdisciplinary field, which draws from a variety of academic disciplines, including architecture, sociology, political science, and economics. The emphasis of the course will be on planning and development issues in the U.S., but it will also look at other societies for the purpose of comparison.

350 Culture and the Metropolis (3)

The city has been both the subject and the site of most forms of contemporary popular culture, as well as the guardian of high culture and the arts. This course explores this connection between city and culture. On the one hand, it looks at how urban communities, city spaces, and formal decision-making within the modern metropolis facilitate the production and dissemination of a variety of cultural forms. On the other hand, it looks at a number of popular culture forms with an eye on how the city is represented in them. While this course emphasizes sociological analysis and social processes, its approach is interdisciplinary. It incorporates observations and knowledge coming out of the visual and fine arts, history, communication studies, psychology, and anthropology, and recognizes the contributions that these disciplines have made to our understanding of urban cultures.

497 [197] Advanced Urban Studies (3)

An advanced course requiring students to integrate their knowledge of urban systems and urbanization through an internship with a community organization and preparation of a research paper that combines general knowledge of urban systems with an analysis of a specific urban case problem or a methodological issue facing urban studies researchers. This is the capstone course for the Urban Studies major. Prerequisite: Senior standing.

School of Business Administration



ADMINISTRATION AND FACULTY

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Dean

Andrew T. Allen, Ph.D.
Associate Dean

Carmen M. Barcena, Ed.D.
Assistant Dean

Christopher M. Redo, M.B.A., CFRE
Assistant Dean, External Relations

Jane C. G. Usatin, Ph.D.
Director of Undergraduate Programs

External Relations

Christopher M. Redo, M.B.A., CFRE
Assistant Dean, External Relations

Lizbeth Persons Price, B.A.
Alumni Coordinator

Undergraduate Programs Center

Jane C. G. Usatin, Ph.D.
Director of Undergraduate Programs

Juliana F. Ellenburg, B.B.A.
Undergraduate Academic Advisor

Bachelor of Accountancy

Bachelor of Arts

Bachelor of Business Administration

Graduate Programs

Jerry Singleton, M.A.
Director, Special Programs

Kenneth J. Marra, M.S., M.B.A.
Administrative Director of M.B.A.,
M.S.I.T.

Kyna A. Lunglhofer, M.S.
Director of Finance, Special Programs

Master of Business Administration

Dirk S. Yandell, Ph.D.
Faculty Academic Director

Master of International Business Administration

Denise Dimon, Ph.D.
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*Master of Science in Accountancy and Financial
Management*

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Faculty Academic Co-Director

Diane D. Pattison, Ph.D.
Faculty Academic Co-Director

Master of Science in Executive Leadership

Gary G. Whitney, Ph.D.
Faculty Academic Director

Kurt Gering, M.Ed.
Administrative Director

Master of Science in Global Leadership

Craig B. Barkacs, M.B.A., J.D.
Faculty Academic Director

Bob Martin, Ed.D.
Administrative Director

Roger Thompson, B.A.
Assistant Director for Student Support

Master of Science in Information Technology

Carl M. Rebman Jr., Ph.D.
Faculty Academic Director

Master of Science in Real Estate

Elaine M. Worzala, Ph.D.
Faculty Academic Advisor

Lisa Chambers, M.B.A.
Associate Director

Master of Science in Supply Chain Management

David N. Burt, Ph.D.
Faculty Academic Director

Kerry Kilber
Administrative Director

Centers, Institutes, and Programs

Accountancy Institute

www.sandiego.edu/sbaaccounting

Loren L. Margheim, Ph.D., CPA
Co-Director

Diane D. Pattison, Ph.D.
Co-Director

Ahlers Center for International Business
<http://business.sandiego.edu/ib>

Denise Dimon, Ph.D.
 Director

Cynthia Pavett, Ph.D.
 Associate Director

Kira Mendez, M.A.
 Coordinator, Study Abroad Program

Information Technology Management Institute
<http://itmi.sandiego.edu>

Carl M. Rebman Jr., Ph.D.
 Faculty Academic Director

Internship Program
<http://usdbusiness.sandiego.edu/intern.html>

Marc Lampe, M.B.A., J.D.
 Co-Director

Miriam Rothman, Ph.D.
 Co-Director

Samir Chala, A.A.
 Coordinator

Leadership Institute for Entrepreneurs
www.life.sandiego.edu

David Wyman, M.B.A.
 Administrative Director

Real Estate Institute
www.usdrealestate.com

Mark J. Riedy, Ph.D.
 Director

John C. Ferber, B.A.
 Associate Director of Commercial Real Estate

Lisa Chambers, M.B.A.
 Associate Director, Administration

Louis A. Galuppo, J.D.
 Associate Director of Residential Real Estate

Elaine M. Worzala, Ph.D.
 Research Director

Ilse Hunnicutt, A.A.
 Executive Assistant

Supply Chain Management Institute
<http://scmi.sandiego.edu>

David N. Burt, Ph.D.
 Chairman

Kerry Kilber
 Administrative Director

Faculty

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 Jean-Pierre Amor, Ph.D.
 Joan B. Anderson, Ph.D.
 Susan Ayers, Ph.D., CPA
 Craig B. Barkacs, M.B.A., J.D.
 Linda Barkacs, J.D.
 Dennis R. Briscoe, Ph.D.
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 David N. Burt, Ph.D.
 Stephen Conroy, Ph.D.
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 N. Ellen Cook, Ph.D.
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 Kokila P. Doshi, Ph.D.
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 Cynthia Gardner, M.A.
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 Alan Gin, Ph.D.
 Donald L. Helmich, Ph.D.
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 Judith A. Hora, Ph.D.
 Johanna Steggert Hunsaker, Ph.D.
 Phillip L. Hunsaker, D.B.A.
 Robert R. Johnson, Ph.D.
 Mark Thomas Judd, M.I.B., CPA
 Timothy P. Kelley, Ph.D., CPA
 Maria Kniazeva, Ph.D.
 Scott W. Kunkel, Ph.D.
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 C. David Light, Ph.D.
 Alyson Ma, Ph.D.
 Loren L. Margheim, Ph.D., CPA
 Janice T. Morris, M.B.A., CPA
 Tom Morris, Ph.D.
 Robin Louise Murphy, M.B.A.
 Andrew J. Narwold, Ph.D.
 Diane D. Pattison, Ph.D.
 Cynthia Pavett, Ph.D.
 James T. Perry, Ph.D.
 Robert Phillips, Ph.D.
 Mario J. Picconi, Ph.D.
 Frank Pons, Ph.D.
 Elise Prosser, Ph.D.
 Manzur Rahman, Ph.D.

Eugene J. Rathswohl, Ph.D.
 Carl M. Rebman Jr., Ph.D.
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 Miriam Rothman, Ph.D.
 Jonathan Sandy, Ph.D.
 Gary P. Schneider, Ph.D., CPA
 James K. Smith, LL.M., Ph.D., J.D., CPA
 Tyagarajan N. Somasundaram, Ph.D.
 William R. Soukup, Ph.D.
 Stephen Standifird, Ph.D.
 Stephen L. Starling, Ph.D.
 Steven Sumner, Ph.D.
 Charles J. Teplitz, D.B.A.
 Charles Tu, Ph.D.
 Vicente Vargas, Ph.D.
 Donn Vickrey, Ph.D., CPA
 Elizabeth Webb, Ph.D.
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 Barbara E. Withers, Ph.D.
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Electrical Engineering Program

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 Susan M. Lord, Ph.D.
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Mechanical Engineering Program

Frank G. Jacobitz, Ph.D.

Paralegal Studies Certificate Program

Susan M. Sullivan, M.A., Director

THE SCHOOL OF BUSINESS ADMINISTRATION

SCHOOL OF BUSINESS ADMINISTRATION MISSION STATEMENT

The School of Business Administration is committed to developing socially responsible leaders and improving global business practice through innovative personalized education and applied research.

The major goal of professional undergraduate business education in the School of Business Administration is to prepare students with an educational foundation for effective and responsible administrative and managerial leadership in both private and public organizations or related professional activities. This goal implies educating persons to be responsible adults in all aspects of their lives in an era of dynamic change. It implies that we aim to educate persons as highly competent professionals who strive for the achievement of the highest values and goals.

The basic orientation of the School is professional, and this dictates a three-part curriculum. The first and most important part is the Foundations Curriculum, USD's General Education Program. An effective leader and professional in this era of change and challenge must be a liberally educated person. It is necessary that our students learn the indispensable competencies of written literacy, mathematical competency, and critical reasoning.

Furthermore, it is our objective to help students develop their own internalized value systems and appreciate the diversity of human experience. We believe that a liberal education is a necessary part of a professional education, and we have structured a curriculum that recognizes this as preparation for life.

The second part of the curriculum is the common-body-of-knowledge, those business courses required of all School of Business Administration graduates. This core provides the foundation for a career as a manager or as a business-related professional. It provides the student with an understanding of the interaction between the firm and its environment, and an overall view of policy making in an organization. This core, combined with the quantitative and philosophy courses, is designed to help our students become professionals with highly analytical minds.

The third section of the curriculum provides the student an opportunity to specialize and prepare for an entry-level position in the first years of a career. These areas include majors in Accounting, Business Administration, Business Economics, and Economics. The goal of this portion of the curriculum is to provide the student with the understanding necessary for the development of personal potential early in one's career.

Our goal is to graduate self-motivated persons who will be able to absorb and use an ever growing body of knowledge and changing technology and to serve humankind in an ethical manner. The School, therefore, stresses values and the process of learning.

ADVISORY BOARDS AND COMMITTEES

A number of advisory boards and committees have been established to assist various programs within the School of Business Administration in the following areas:

1. Developing and promoting relations between the USD School of Business Administration and the business, not-for-profit, and government communities.
2. Providing counsel and advice on existing and contemplated programs of the School of Business Administration.
3. Serving as liaisons between the USD School of Business Administration and the San Diego community, the state, and national sectors.
4. Advising the dean and the faculty on matters dealing with business programs, curricula, and activities.
5. Assisting in seeking sources of support for School of Business Administration programs and facilities.
6. Improving and facilitating recruiting and placement of graduates and alumni.
7. Advising the USD School of Business Administration on ways and means of effective utilization of human and physical resources in business research projects and programs.

Accountancy Programs Executive Board

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 Mr. Herbert B. Tasker, AIG Centre Capital Group, Inc.

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 Mr. Stephen Fazen, Recruiting Engine.com
 Mr. Matthew Ferguson, Elitra Pharmaceuticals, Inc.
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 Mr. Rick Snyder, R. A. Snyder Properties, Inc.
 Mr. Robert D. Taylor, Wells Fargo Bank
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 Mr. Brad Wiblin, Bridge Housing Corporation

Supply Chain Management Institute Advisors

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 Mr. Angel Mendez, Palm, Inc.
 Mr. Robert Mionis, Honeywell International
 Ms. Patricia E. Moody, Author and Consultant
 Mr. R. David Nelson, Delphi Automotive Systems
 Mr. Stephen J. Ogg, Raytheon
 Ms. Susanne Wagner, Southern California Edison

CENTERS AND INSTITUTES

John Ahlers Center for International Business

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

One activity of the Ahlers Center is the sponsorship and coordination of Study Abroad programs during Intersession and Summer Sessions. These programs allow graduate business students the opportunity, over a relatively short time period, to have a study abroad business-oriented experience. In addition to study abroad opportunities, the Ahlers Center annually sponsors International Executives-

in-Residence bringing business leaders to campus and the classroom. The Ahlers Center also invites distinguished international business faculty for special guest lectures or to offer courses as visiting faculty at USD.

All of these activities, and others, have created a Center of Excellence in International Business at the University of San Diego that permeates throughout the curriculum and into a variety of programs. For additional information about the Ahlers Center for International Business, visit the Web site: <http://business.sandiego.edu/ib>.

Real Estate Institute

The mission of the USD Real Estate Institute is to develop qualified and socially responsible leaders of the real estate industry. Our goals are a commitment to excellence and a dedication to developing a national reputation for high-quality real estate education, student career placement in a wide range of real estate related careers, pertinent applied research, and annual professional conferences that meet the needs of the commercial and residential industries. Our research, teaching, and career placement focuses on aspects of real estate, real estate finance, urban economics, and regional development.

The Real Estate Institute is comprised of seven administrative staff and ten affiliated faculty members. The Ernest W. Hahn Chair Policy Advisory Board, comprised of 25 senior business and real estate executives, provides overall policy guidance and financial support to USD's real estate program. A Commercial Real Estate Committee and a Residential Real Estate Committee consisting of industry professionals offer their advice on curriculum development and programming ideas to enhance the Real Estate Institute for students and industry professionals.

The Institute staff and affiliated faculty are actively expanding USD's academic curriculum at the undergraduate and graduate levels, while simultaneously creating a wide range of career-oriented opportunities for students outside of the classroom. All of the Institute's initiatives are practical in nature and attempt to maximize students' opportunities to get involved directly in the real estate industry, both in the classroom and in extracurricular programs. The Institute sponsors a cohort-based, full-time Master of Science degree in Real Estate.

Supply Chain Management Institute

The Supply Chain Management Institute (SCMI) is committed to the development of leading edge strategies and techniques in integrated supply, operations, and logistics management. SCMI focuses its efforts on three areas: Applied Research, Collaborative Relationships, and World-Class Education. The Institute disseminates its insight and practices through annual Forums. In striving to be the preferred source for individuals and companies seeking executive-level supply chain management education,

SCMI provides an online Graduate Certificate in Supply Chain Management and an online Master of Science in Supply Chain Management. The Institute also supports the resident Master of Business Administration by providing an emphasis in Supply Chain Management.

SCMI also provides students with myriad opportunities to learn from leading lights in supply chain management through seminars on and off campus and access to forums of managers from across the world. The student division of the Institute, the Supply Chain Management Association (SCMA) also organizes tours to world-class facilities and opportunities for interacting with industry and professional organizations.

Supply chain management is a focal point for management investment and improvement. The faculty, staff, and students of SCMI are ready for the challenges that lie ahead. For additional information on SCMI, please visit the Web site at: <http://scmi.sandiego.edu>.

Information Technology Management Institute

Created in 2002, the University of San Diego Information Technology Management Institute (ITMI) is committed to improving the ability of Information Technology/Systems organizations to attain their goals through applied research and innovative, personalized education and training programs designed to develop socially responsible Information Technology leaders and advisors.

The ITMI was created to achieve a broad set of purposes, including undergraduate and graduate courses in existing degree programs; new undergraduate and graduate degree programs; extracurricular activities and organizations for undergraduate and graduate students; non-credit courses, seminars, and continuing education opportunities for members of the business community; and a research agenda consistent with its mission. As such, the Institute is a portfolio of related programs housed in an entity that allows interested faculty to band together to offer these programs in an effective and responsive manner.

Leadership Institute For Entrepreneurs

The focal point of the Leadership Institute for Entrepreneurs (LIFE) is values-based breakthrough leadership along the entrepreneurial journey of life, consistent with "learning the art of breakthrough leadership." By breakthrough leadership, we are clearly reaching out to leaders of profits and nonprofits alike who are engaged in entrepreneurial dynamism, elevating their life journey onto the higher road of success, while always maintaining traction with our fundamental underlying ethos of social responsibility. A main thrust and rationale for LIFE is to create a new portfolio of programs and experiences that will enrich our learning community and improve its moral leadership capacity, while sustaining free enterprise.

The program of LIFE will introduce a broad set of initiatives consistent with the School of Business Administration mission to promote socially responsible leadership. This program will center on four key pillars:

- Academic undergraduate and graduate courses in leadership;
- Research publications that enhance the art, wisdom, and practices of values-based breakthrough leadership;
- Customized and innovative Entrepreneurial Leadership courses in the executive education arena; and,
- Leadership conferences and forums.

An example of the critical role of leadership research and practice within USD is the introduction of Master of Science degree programs in Executive Leadership and in Global Leadership. Both the MSEL and MSGL have garnered widespread acclaim and strong student support since their inception. LIFE is a direct extension of this commitment by the School of Business Administration to the art and practice of socially responsible leadership.

BACHELOR OF ARTS IN ECONOMICS

The School of Business Administration offers a program leading to the degree of Bachelor of Arts in Economics. The program prepares students for careers in most areas of business, including finance, marketing, real estate, supply management, and others. Other career opportunities exist in government and non-profit organizations. The program also prepares students for graduate work, either in economics or in professional studies in areas such as business administration, public administration, or law. Students majoring in Economics should consult with a faculty advisor to determine an academic program that best suits their interests.

LOWER-DIVISION PREPARATION FOR THE MAJOR (19-20 units)

Lower-division requirements for the major are:

1. Third semester competency in a second language;
2. Completion of the following courses with a grade point average of 2.0 or better with no grade below C- (Transfer courses must be C or better.):
ACCT 201 – Principles of Financial Accounting

ECON 101 – Principles of Microeconomics
ECON 102 – Principles of Macroeconomics
ECON 216 – Quantitative Business Analysis
ITMG 100 – Information Systems
MATH 130 or 150 – Survey of Calculus or Calculus I

Students considering graduate studies in economics are advised to take MATH 150; MATH 151 and 250 are recommended as well.

THE MAJOR (30 units)

Upon completion of 60 units and with the approval of the School of Business Administration Undergraduate Programs Center, the student becomes eligible for upper-division School of Business Administration courses. Each student majoring in Economics must complete the following:
ECON 201 – Intermediate Microeconomics
ECON 202 – Intermediate Macroeconomics
ECON 370 – Applied Econometrics
ECON 490 – Senior Seminar
ECON upper-division electives (18 units)

RECOMMENDED PROGRAM OF STUDY BACHELOR OF ARTS IN ECONOMICS			
FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I ECON 101 (3) MATH 115 (3) Preceptorial (3) GE or Electives (6-7)	SEMESTER I ECON 202 (3) ECON 216 (4) GE or Electives (9)	SEMESTER I ECON Electives (6) GE or Electives (9-10)	SEMESTER I ECON 370 (3) ECON Elective (3) GE or Electives (9-10)
SEMESTER II ECON 102 (3) MATH 130 (3) or MATH 150 (4) ITMG 100 (3) GE or Electives (6-7)	SEMESTER II ECON 201 (3) ACCT 201 (3) GE or Electives (9)	SEMESTER II ECON Electives (6) GE or Electives (9-10)	SEMESTER II ECON 490 (3) ECON Elective (3) GE or Electives (9-10)

The School of Business Administration has a residency requirement for its majors; i.e., a certain number of upper-division units in the Economics major must be at USD: Economics – 18 upper-division units.

MINOR IN ECONOMICS

A minor in Economics requires the completion of the following courses for a total of 18 units:

ECON 101 – Principles of Microeconomics

ECON 102 – Principles of Macroeconomics

ECON 201 – Intermediate Microeconomics or Economics Elective

ECON 202 – Intermediate Macroeconomics or Economics Elective

ECON upper-division electives (6 units)

Courses taken in the minor may not be counted toward the major but may be used to satisfy preparation for the major and general education requirements.

BACHELOR OF ACCOUNTANCY

The School of Business Administration offers a program leading to the degree of Bachelor of Accountancy. The program prepares students for careers in public accounting, accounting within industry, and governmental accounting as outlined in the Accountancy Program Mission Statement shown below:

The mission of the USD accountancy program is to develop accountants – through the use of personalized, innovative teaching methods developed by faculty who are active in the production and dissemination of knowledge – who have the skills to compete in a diverse and fast-changing global professional environment.

Students interested in a combined Bachelor of Accountancy/Master of Science in Accountancy and Financial Management program should consult the *Graduate Bulletin* for program details.

Students in the Bachelor of Accountancy program should consult with an accounting faculty advisor about

the courses to elect in order 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.

As discussed below, the degree program allows students to select an option within the accountancy concentration that fits their career goals. These options allow students to acquire both accountancy skills and skills from specified business fields that are highly related to accountancy. Students should consult with an accounting faculty advisor about their career goals before selecting a concentration option.

The School of Business Administration is accredited by the AACSB International – The Association to Advance Collegiate Schools of Business. The Bachelor of Accountancy program also holds AACSB accounting program accreditation.

RECOMMENDED PROGRAM OF STUDY BACHELOR OF ACCOUNTANCY OPTION 1: ACCOUNTANCY

FRESHMAN YEAR

SEMESTER I
ECON 101 (3)
MATH 115 (3)
Preceptorial (3)
GE or Electives (6-7)

SEMESTER II
ECON 102 (3)
MATH 130 (3) or
MATH 150 (4)
GE or Electives (9-10)

SOPHOMORE YEAR

SEMESTER I
ACCT 201 (3)
ECON 216 (4)
GE or Electives (9)

SEMESTER II
ACCT 202 (3)
ITMG 100 (3)
GE or Electives (9-10)

JUNIOR YEAR

SEMESTER I
ACCT 300 (3)
ACCT 302 (3)
MGMT 300 (3)
FINA 300 (3)
GE or Elective (3-4)

SEMESTER II
ACCT 301 (3)
ACCT 303 (3)
MKTG 300 (3)
ETLW 302 (3)
GE or Elective (3-4)

SENIOR YEAR

SEMESTER I
ACCT 401 (3)
ACCT 306 (3)
ETLW 311 (3)
DSCI 300 (3)
GE or Elective (3-4)

SEMESTER II
ACCT 408 (3)
DSCI 303 (3)
MGMT 490 (3)
ETLW 312 (3) or
ACCT 407 (3)
GE or Elective (3-4)

LOWER-DIVISION PREPARATION FOR THE MAJOR (22-23 units)

Lower-division requirements for the major are:

1. Third semester competency in a second language;
2. Completion of the following courses with a grade point average of 2.0 or better with no grade below C- (Transfer courses must be C or better.):
 ACCT 201 – Principles of Financial Accounting
 ACCT 202 – Principles of Managerial Accounting
 ECON 101 – Principles of Microeconomics
 ECON 102 – Principles of Macroeconomics
 ECON 216 – Quantitative Business Analysis
 ITMG 100 – Information Systems
 MATH 130 or 150 – Survey of Calculus or Calculus I

THE MAJOR (48-51 units)

Upon completion of 60 units and with the approval of the Business School Office of Undergraduate Programs, the student becomes eligible for upper-division Business School courses. The courses in the major serve two purposes: 1) they give students a broad background in the major functional areas of business administration (i.e., a business component); and 2) they allow students to focus on the field of accountancy (i.e., an accountancy component). Each student in the Bachelor of Accountancy program must complete the following:

1. Business Component (24 units)

DSCI 300 – Management Science
 DSCI 303 – Operations Management
 ETLW 302 – Business and Society
 ETLW 311 – Business Law I
 FINA 300 – Financial Management
 MGMT 300 – Organizational Behavior
 MKTG 300 – Fundamentals of Marketing
 MGMT 490 – Strategic Management

2. Accountancy Component (24 or 27 units)

Students must complete the requirements of one of the following Accountancy Component options:

Option 1: Accountancy Option (24 units)

This option provides a primary emphasis in accountancy that is recommended for students who desire careers in public accounting and who plan on taking the Certified Public Accountant (CPA) Examination. This option is also recommended for students interested in industry related accounting careers where the Certificate in Management Accounting (CMA) is desirable.

ACCT 300 – Intermediate Accounting I
 ACCT 301 – Intermediate Accounting II
 ACCT 302 – Cost Accounting
 ACCT 303 – Accounting Information Systems
 ACCT 306 – Federal Tax Accounting I
 ACCT 401 – Advanced Accounting
 ACCT 408 – Auditing

One of the following electives:

ACCT 407 – Federal Tax Accounting II or
 ETLW 312 – Business Law II

Option 2: Accountancy and Supply Chain Management Combination (27 units)

This option provides a primary emphasis in accountancy and a secondary emphasis in Supply Chain Management. This combination is developed for accountancy students who are geared toward careers in industry. In particular, students interested in careers requiring both accountancy skills and supply chain management skills should consider this Bachelor of Accountancy degree program option. This option requires the following:

R E C O M M E N D E D P R O G R A M O F S T U D Y

B A C H E L O R O F A C C O U N T A N C Y

O P T I O N 2 : A C C O U N T A N C Y A N D S U P P L Y C H A I N M A N A G E M E N T

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I ECON 101 (3) MATH 115 (3) Preceptorial (3) GE or Electives (6-7)	SEMESTER I ACCT 201 (3) ECON 216 (4) GE or Electives (9)	SEMESTER I ACCT 300 (3) ACCT 302 (3) MGMT 300 (3) FINA 300 (3) GE or Elective (3-4)	SEMESTER I ACCT 306 (3) ETLW 311 (3) DSCI 300 (3) BSCM 303 (3) GE or Elective (3-4)
SEMESTER II ECON 102 (3) MATH 130 (3) or MATH 150 (4) GE or Electives (9-10)	SEMESTER II ACCT 202 (3) ITMG 100 (3) GE or Electives (9-10)	SEMESTER II ACCT 301 (3) ACCT 303 (3) MKTG 300 (3) ETLW 302 (3) BSCM 300 (3)	SEMESTER II DSCI 303 (3) BUSN 377 (3) MGMT 490 (3) Accounting Elective (3) GE or Elective (3-4)

ACCT 300 – Intermediate Accounting I
 ACCT 301 – Intermediate Accounting II
 ACCT 302 – Cost Accounting
 ACCT 303 – Accounting Information Systems
 ACCT 306 – Federal Tax Accounting I
 BSCM 300 – Supply Management
 BSCM 303 – Contract Pricing
 BUSN 377 – Negotiation
 One of the following ACCT elective courses:
 ACCT 401 – Advanced Accounting
 ACCT 407 – Federal Tax Accounting II
 ACCT 408 – Auditing

Option 3: Accountancy and Finance/Real Estate Combination (27 units)

This option provides a primary emphasis in accountancy and a secondary emphasis in finance or real estate. This combination is developed for accountancy students who are geared toward careers in industry. In particular, students interested in careers requiring both accountancy skills and finance or real estate skills should consider this Bachelor of Accountancy degree program option. This option requires the following:

ACCT 300 – Intermediate Accounting I
 ACCT 301 – Intermediate Accounting II
 ACCT 302 – Cost Accounting
 ACCT 303 – Accounting Information Systems
 ACCT 306 – Federal Tax Accounting I
 FINA 402 – Investments
 One of the following ACCT elective courses:
 ACCT 401 – Advanced Accounting
 ACCT 407 – Federal Tax Accounting II
 ACCT 408 – Auditing

Two of the following FINA/REAL elective courses*:

FINA 300 – Financial Institutions
 FINA 405 – International Finance
 REAL 320 – Principles of Real Estate
 REAL 325 – Financing Real Estate
 REAL 327 – Legal Aspects of Real Estate

*Students interested in finance should select Financial Institutions and International Finance as their two finance/real estate electives. Students interested in real estate should select two of the indicated real estate courses as their finance/real estate electives.

Option 4: Accountancy and Information Systems/Technology Combination (27 units)

This option provides a primary emphasis in accountancy and a secondary emphasis in information systems and technology. This combination is developed for accountancy students who are geared toward careers in public accounting, industry, or government where both accounting- and technology-based information systems skills and knowledge are required. In particular, students interested in careers requiring accountancy skills, information systems skills, and related information technology based skills should consider this Bachelor of Accountancy degree program option. This option requires the following:

ACCT 300 – Intermediate Accounting I
 ACCT 301 – Intermediate Accounting II
 ACCT 302 – Cost Accounting
 ACCT 303 – Accounting Information Systems
 ACCT 306 – Federal Tax Accounting I
 One of the following ACCT elective courses:
 ACCT 401 – Advanced Accounting

R E C O M M E N D E D P R O G R A M O F S T U D Y B A C H E L O R O F A C C O U N T A N C Y O P T I O N 3 : A C C O U N T A N C Y A N D F I N A N C E / R E A L E S T A T E			
FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I ECON 101 (3) MATH 115 (3) Preceptorial (3) GE or Electives (6-7)	SEMESTER I ACCT 201 (3) ECON 216 (4) GE or Electives (9)	SEMESTER I ACCT 300 (3) ACCT 302 (3) MGMT 300 (3) FINA 300 (3) GE or Elective (3-4)	SEMESTER I ACCT 306 (3) ETLW 311 (3) DSCI 300 (3) FINA Elective (3) GE or Elective (3-4)
SEMESTER II ECON 102 (3) MATH 130 (3) or MATH 150 (4) GE or Electives (9-10)	SEMESTER II ACCT 202 (3) ITMG 100 (3) GE or Electives (9-10)	SEMESTER II ACCT 301 (3) ACCT 303 (3) MKTG 300 (3) ETLW 302 (3) FINA 402 (3)	SEMESTER II DSCI 303 (3) MGMT 490 (3) FINA Elective (3) ACCT Elective (3) GE or Elective (3-4)

ACCT 407 – Federal Tax Accounting II
ACCT 408 – Auditing
Three of the following ITMG elective courses:
ITMG 300 – Structured Programming for Business Applications
ITMG 301 – Database Design and Implementation
ITMG 380 – Electronic Commerce
ITMG 381 – Web Site Design
ITMG 385 – Management Information Systems
ITMG 388 – Data Communications and Networking
ITMG 489 – Information Systems Design and Implementation

GRADE POINT AVERAGE REQUIREMENTS AND TRANSFER RESTRICTIONS

The 48 or 51 semester-hours taken within the business component courses and the selected accounting component option courses will be considered the major courses for the Bachelor of Accountancy program. Students must have a grade point average of 2.0 or better in these major courses with a minimum grade of C- in at least 24 of the upper-division major hours contained within the major courses.

Additionally, all classes taken within the selected accounting component option must be completed with a grade point average of 2.0 or better, with no individual course grade below C-.

The School of Business Administration has a residency requirement for its majors; i.e., a certain number of upper-division units in the Accounting major must be at USD. The Accounting major requires 18 upper-division at

USD. Students in the Bachelor of Accountancy program may transfer no more than two courses in upper-division accounting to USD.

MINOR IN ACCOUNTING

A minor in Accountancy requires the completion of the following courses for a total of 18 units:

ACCT 201 – Principles of Financial Accounting
ACCT 202 – Principles of Managerial Accounting
ACCT 300 – Intermediate Accounting I
ACCT 302 – Cost Accounting
ITMG 100 – Information Systems
ACCT upper-division elective (3 units)

The minor in Accountancy is open to undergraduate students outside the Bachelor of Accountancy degree program.

Students in the Bachelor of Business Administration degree program will likely have already completed ACCT 201, ACCT 202, and ITMG 100 as requirements of their degree. Therefore, those students will only need to complete ACCT 300, ACCT 302, and one additional upper-division accounting elective to complete the requirements noted above and receive the minor. However, upper-division accounting courses taken for the Accountancy minor cannot be counted as part of the upper-division elective units in the Business Administration major.

Courses taken in the minor may not be counted toward the major but may be used to satisfy preparation for the major and general education requirements.

RECOMMENDED PROGRAM OF STUDY BACHELOR OF ACCOUNTANCY OPTION 4: ACCOUNTANCY AND INFORMATION SYSTEMS/TECHNOLOGY COMBINATION

FRESHMAN YEAR

SEMESTER I
ECON 101 (3)
MATH 115 (3)
Preceptorial (3)
GE or Electives (6-7)

SEMESTER II
ECON 102 (3)
MATH 130 (3) or
MATH 150 (4)
GE or Electives (9-10)

SOPHOMORE YEAR

SEMESTER I
ACCT 201 (3)
ECON 216 (4)
GE or Electives (9)

SEMESTER II
ACCT 202 (3)
ITMG 100 (3)
GE or Electives (9-10)

JUNIOR YEAR

SEMESTER I
ACCT 300 (3)
ACCT 302 (3)
FINA 300 (3)
MGMT 300 (3)
GE or Elective (3-4)

SEMESTER II
ACCT 301 (3)
ACCT 303 (3)
ETLW 302 (3)
MKTG 300 (3)
ITMG Elective (3)

SENIOR YEAR

SEMESTER I
ACCT 306 (3)
DSCI 300 (3)
ETLW 311 (3)
ITMG Elective (3)
GE or Elective (3-4)

SEMESTER II
DSCI 303 (3)
MGMT 490 (3)
ACCT Elective (3)
ITMG Elective (3)
GE or Elective (3-4)

*B*ACHELOR OF *B*BUSINESS *A*DMINISTRATION

The School of Business Administration offers a program leading to the degree of Bachelor of Business Administration, with majors in Business Administration and Business Economics.

LOWER-DIVISION PREPARATION FOR THE MAJOR (22-23 units)

Lower-division requirements for the major are:

1. Third semester competency in a second language;
2. Completion of the following courses with a grade point average of 2.0 or better with no grade below C- (Transfer courses must be C or better.):
 ACCT 201 – Principles of Financial Accounting
 ACCT 202 – Principles of Managerial Accounting
 ECON 101 – Principles of Microeconomics
 ECON 102 – Principles of Macroeconomics
 ECON 216 – Quantitative Business Analysis
 ITMG 100 – Information Systems
 MATH 130 or 150 – Survey of Calculus or Calculus I

THE MAJOR (39 units)

Upon completion of 60 units and with the approval of the School of Business Administration Advising Office, the student becomes eligible for upper-division School of Business Administration courses. Students can major in either Business Administration or Business Economics.

Major in Business Administration

The Business Administration major prepares students for careers in business management or public administration and for post-baccalaureate studies in business. The courses in the Business Administration major serve two purposes: 1) they give students a broad background in the major func-

tional areas of business administration; and, 2) they give students electives in order to explore their interests in the field of business administration. Each student majoring in Business Administration must complete the following:

1. Business Component (24 units)
 DSCI 300 – Management Science
 DSCI 303 – Operations Management
 ETLW 302 – Business and Society
 ETLW 311 – Business Law I
 FINA 300 – Financial Management
 MGMT 300 – Managing People in Organizations
 MGMT 490 – Strategic Management
 MKTG 300 – Fundamentals of Marketing
2. Elective Component (15 units)
 FINA 401-405 – Finance Elective (3 units)
 MGMT 301-309 – Management Elective (3 units)
 MKTG 301-490 – Marketing Elective (3 units)
 Accounting, business, or economics upper-division electives (6 units)

Students majoring in Business Administration should consult with the School of Business Administration Advising Office in selecting electives that best suit their interests. A student may select a concentration by completing 12 units in one of the following areas:

Management

MGMT 300 – Organizational Behavior
 MGMT 301 – Organizational Theory
 MGMT 302 – Family Business
 MGMT 303 – Interpersonal Relations
 MGMT 304 – Entrepreneurship and New Ventures
 MGMT 305 – Career Development
 MGMT 306 – Women in Management

R E C O M M E N D E D P R O G R A M O F S T U D Y B A C H E L O R O F B U S I N E S S A D M I N I S T R A T I O N M A J O R : B U S I N E S S A D M I N I S T R A T I O N			
<u>FRESHMAN YEAR</u>	<u>SOPHOMORE YEAR</u>	<u>JUNIOR YEAR</u>	<u>SENIOR YEAR</u>
SEMESTER I ECON 101 (3) MATH 115 (3) Preceptorial (3) GE or Electives (6-7)	SEMESTER I ACCT 201 (3) ECON 216 (4) GE or Electives (9)	SEMESTER I FINA 300 (3) MGMT 300 (3) MKTG 300 (3) GE or Electives (6-7)	SEMESTER I DSCI 303 (3) ETLW 311 (3) Business Elective (6) GE or Elective (3-4)
SEMESTER II ECON 102 (3) ITMG 100 (3) MATH 130 (3) or MATH 150 (4) GE or Electives (6-7)	SEMESTER II ACCT 202 (3) GE or Electives (12-13)	SEMESTER II DSCI 300 (3) ETLW 302 (3) Business Elective (3) GE or Electives (6-7)	SEMESTER II MGMT 490 (3) Business Elective (6) GE or Electives (6-7)

MGMT 307 – Human Resource Management
 MGMT 308 – Small Business Management
 MGMT 309 – International Comparative Management
 MGMT 494 – Special Topics*

Finance

FINA 300 – Financial Management
 FINA 401 – Financial Institutions
 FINA 402 – Investments
 FINA 405 – International Finance
 FINA 494 – Special Topics*
 REAL 320 – Principles of Real Estate
 REAL 325 – Financing Real Estate

Marketing

MKTG 300 – Fundamentals of Marketing
 MKTG 301 – Services Marketing
 MKTG 302 – Sports Marketing
 MKTG 305 – International Marketing
 MKTG 330 – Personal Selling
 MKTG 350 – Advertising
 MKTG 355 – Public Relations
 MKTG 410 – Marketing Research
 MKTG 420 – Consumer Behavior
 MKTG 465 – Retailing
 MKTG 480 – Advanced Marketing Project
 MKTG 490 – Marketing Strategy
 MKTG 494 – Special Topics*

Electronic Commerce

ITMG 300 – Structured Programming for Business Applications
 ITMG 301 – Database Design and Applications
 ITMG 380 – Electronic Commerce
 ITMG 381 – Web Site Design
 ITMG 388 – Data Communications and Networks

ITMG 489 – Information Systems Design and Implementation
 ITMG 494 – Special Topics in Electronic Commerce
 OR ITMG 498 – Internship in Electronic Commerce

Information Systems

ACCT 303 – Accounting Information Systems
 ITMG 300 – Structured Programming for Business Applications
 ITMG 301 – Database Design and Implementation
 ITMG 380 – Electronic Commerce
 ITMG 385 – Management Information Systems
 ITMG 388 – Data Communications and Networks
 ITMG 489 – Information Systems Design and Implementation
 ITMG 494 – Special Topics*

International Business

ECON 333 – International Economics
 ECON 335 – Economic Development of Latin America
 ECON 337 – Economic Development of Asia
 ECON 494 – Special Topics*
 FINA 405 – International Financial Management
 MGMT 309 – International Comparative Management
 MKTG 305 – International Marketing

Real Estate

ECON 304 – Urban Economics
 ECON 329 – Real Estate Economics
 FINA 300 – Financial Management
 REAL 320 – Principles of Real Estate
 REAL 325 – Financing Real Estate
 REAL 327 – Legal Aspects of Real Estate
 REAL 428 – Commercial Real Estate Valuation
 REAL 494 – Special Topics*

R E C O M M E N D E D P R O G R A M O F S T U D Y
B A C H E L O R O F B U S I N E S S A D M I N I S T R A T I O N
M A J O R : B U S I N E S S E C O N O M I C S

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I	SEMESTER I	SEMESTER I	SEMESTER I
ECON 101 (3)	ACCT 201 (3)	FINA 300 (3)	ECON 370 (3)
MATH 115 (3)	ECON 202 (3)	MGMT 300 (3)	ETLW 302 (3)
Preceptorial (3)	ECON 216 (4)	ECON Elective (3)	ETLW 311 (3)
GE or Electives (6-7)	GE or Electives (6)	GE or Electives (6-7)	GE or Electives (6-7)
SEMESTER II	SEMESTER II	SEMESTER II	SEMESTER II
ECON 102 (3)	ACCT 202 (3)	DSCI 303 (3)	ECON 373 (3)
ITMG 100 (3)	ECON 201 (3)	MKTG 300 (3)	ECON 490 (3)
MATH 130 (3) or	GE or Electives (9-10)	ECON Elective (3)	GE or Electives (9-10)
MATH 150 (4)		GE or Electives (6-7)	
GE or Electives (6-7)			

Supply Chain Management

BSCM 300 – Supply Management

BSCM 303 – Contract Pricing

BSCM 494 – Special Topics*

BUSN 377 – Negotiation

MKTG 300 – Fundamentals of Marketing

*No more than three units of Special Topics may be used as part of the concentration requirements. Use of Special Topics courses in the concentration is subject to approval of the School of Business Administration Advising Office.

The School of Business Administration has a residency requirement for its majors; i.e., a certain number of upper-division units in the Business Administration major must be at USD. The Business Administration major requires 24 upper-division units at USD.

Minor in Business Administration

A minor in Business Administration requires the completion of the following courses for a total of 18 units:

ACCT 201 – Principles of Financial Accounting

ECON 101 – Principles of Microeconomics

ECON 102 – Principles of Macroeconomics

MGMT 300 – Managing People in Organizations

Business upper-division electives (6 units)

Courses taken in the minor may not be counted toward the major but may be used to satisfy preparation for the major and general education requirements.

Major in Business Economics

The Business Economics major prepares students for careers in business management or public administration and for post-baccalaureate studies in business, economics, or law. The courses in the Business Economics major serve two purposes: 1) they give students a broad background in the major functional areas of business administration; and, 2) they allow students to focus on the field of economics. Each student majoring in Business Economics must complete the following:

1. Business Component (18 units)

DSCI 303 – Operations Management

ETLW 302 – Business and Society

ETLW 311 – Business Law I

FINA 300 – Financial Management

MGMT 300 – Organizational Behavior

MKTG 300 – Fundamentals of Marketing

2. Economics Component (21 units)

ECON 201 – Intermediate Microeconomics

ECON 202 – Intermediate Macroeconomics

ECON 370 – Applied Econometrics

ECON 373 – Managerial Economics

ECON 490 – Senior Seminar

Economics Upper-Division Electives (6 units)

Description of courses for the major in Business Economics can be found under Economics Course Descriptions.

The School of Business Administration has a residency requirement for its majors, i.e., a certain number of upper-division units in the Business Economics major must be at USD as follows: Business Economics – 12 upper-division economics units, total 24 upper-division business and economics units.

Minor in Information Systems

The minor in Information Systems is designed for students majoring in a field in which the intelligent and humane use of information technologies is an important supporting body of knowledge. The minor is highly relevant for students majoring in Business, Communication Studies, Computer Science, or other majors in the College of Arts and Sciences.

The minor in Information Systems requires a minimum of 18 units:

Courses required for the minor:

ITMG 100 – Information Systems

ITMG 300 – Structured Programming for Business

Applications

ITMG 301 – Database Design and Applications

ITMG 385 – Management Information Systems

Upper-division courses: at least six units chosen from this list with approval of a faculty advisor:

ACCT 303 – Accounting Information Systems

ITMG 380 – Electronic Commerce

ITMG 381 – Web Site Design

ITMG 388 – Data Communications and Networks

ITMG 489 – Information Systems Design and

Implementation

ITMG 494 – Special Topics in Information Systems

OR ITMG 498 Internship in Information Systems

Minor in Electronic Commerce

The minor in Electronic Commerce is designed for students majoring in a field in which the intelligent and humane use of the Internet is an important supporting body of knowledge. The minor in Electronic Commerce is highly relevant for students majoring in Business, Communication Studies, Computer Science, or other majors in the College of Arts and Science.

The minor in Electronic Commerce requires a minimum of 18 units:

Courses required for the minor:

ITMG 100 – Information Systems

ITMG 300 – Structured Programming for Business

Applications

ITMG 301 – Database Design and Applications
ITMG 380 – Electronic Commerce

Upper-division courses: at least 6 units chosen from this list with approval of a faculty advisor:

ITMG 381 – Web Site Design
ITMG 385 – Management Information Systems
ITMG 388 – Data Communications and Networks

ITMG 489 – Information Systems Design and Implementation

ITMG 494 – Special Topics in Electronic Commerce
OR ITMG 498 – Internship in Electronic Commerce

COURSE DESCRIPTIONS

ACCOUNTANCY (ACCT)

201 [001] Principles of Financial Accounting (3)

Introduction to accounting records, their purpose and use, emphasizing the establishment of a solid conceptual background. Accounting procedures for specific asset, liability, and owner's equity accounts are also examined from the point of view of users of financial statements. Prerequisite: Sophomore standing.

202 [002] Principles of Managerial Accounting (3)

Introduction of managerial accounting information for planning, controlling, and making decisions within a firm. Current changes to the business environment and their impact on accounting is also presented. Prerequisites: ACCT 201 and ITMG 100 (or concurrent enrollment).

300 [100A] Intermediate Accounting I (3)

Emphasis is placed upon corporate organization with a comprehensive study of current assets; property, plant, and equipment; intangible assets; and current liabilities. Recent developments in accounting theory and their impact on financial reporting are illustrated. Prerequisite: ACCT 202.

301 [100B] Intermediate Accounting II (3)

Extension of Intermediate Accounting I. Topics covered include long-term liabilities, pensions, leases, deferred taxes, and owners' equity issues. Prerequisite: ACCT 300.

302 [102] Cost Accounting (3)

Sources of data and preparation of financial statements in manufacturing organizations are studied. Primary emphasis is on costs for control, decision processes internal to the firm (including standards of performance), relevant costs for decisions, budgets, and capital investment considerations. Prerequisite: ACCT 202.

303 [103] Accounting Information Systems (3)

Information requirements and transaction processing procedures relevant to integrated accounting systems. The course emphasizes accounting system design, analysis, and related internal controls. Prerequisites: ACCT 300 and 302.

306 [106] Federal Tax Accounting I (3)

Students will learn the fundamentals of federal income tax law from both a theory and practice perspective. Research projects and sample tax returns are used to illustrate course material. This course is designed for anyone needing a background in tax practice, or who would like to take a more active role in their own individual tax planning. Although the course is designed for Business and Accounting majors, upper-division students from outside the School of Business Administration are welcome and are encouraged to consult with the instructor for permission to take the course. Prerequisites: Upper-division standing and ACCT 201 (or permission of instructor).

401 [101] Advanced Accounting (3)

Accounting and reporting for business combinations, foreign currency transactions, partnerships, and not-for-profit organizations such as governments, charities, universities, and hospitals. Prerequisite: ACCT 301 (or concurrent enrollment).

407 [107] Federal Tax Accounting II (3)

Study of special tax considerations pertaining to corporations and partnerships. Practice tax returns are used to illustrate the course material. Prerequisites: ACCT 300 and 306.

408 [108] Auditing (3)

Intensive introduction to the attest function in society today. The environment, the process, and the report of the public auditor are analyzed. Potential extensions of the attest function are examined. Prerequisites: ACCT 301 and 303.

494 [194] Special Topics (3)

Topics of current interest in accounting. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

498 [198] Internship (3)

Experiential learning working in a business, government, or non-profit organization. Placements provide the opportunity for practical application of accounting, business, and economics principles. Placement must emphasize accounting field. See schedule of classes for special meeting times. This course may not be repeated for credit. Prerequisite: Senior Accounting majors only; junior Accounting majors with 75 units and senior Accounting minors with consent of the instructor.

499 [199] Independent Study (1-3)

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

BUSINESS (BUSN)**361 [BUS 161] Introduction to International Business (3)**

An introduction to the international dimension of doing business. The purpose of this course is to make the student aware of the role played by culture, geography, government, and economics in shaping the environment in which businesses operate internationally. Topics include: forward currency markets, foreign direct investment, negotiation, international distribution, etc.

377 [BUS 177] Negotiation (3)

An introduction to the process of fair and business-like bargaining between parties with interdependent needs. Experience is gained in the use of both adversarial and integrative negotiating principles and techniques. The role of mediators is explored, and some of the issues involved in cross-cultural negotiations are examined.

401 [BUS 141W] Business Communication (3)

Analysis of the factors involved in planning, organizing, and writing in the business environment. Extensive practice in presenting effective letters, memoranda, and business reports using primary and secondary sources. This course satisfies the University requirement of an upper-division writing course.

DECISION SCIENCE (DSCI)**300 [BUS 150] Management Science (3)**

An introduction to model formulation and solution techniques emphasizing their applications in decision making. Topics may include linear programming, transportation and assignment models, Markov analysis, network analysis, queuing models, and decision analysis. Prerequisite: ECON 216.

303 [BUS 153] Operations Management (3)

An introductory analysis of operations, planning, control, and improvement in services and manufacturing industries. Topics may include forecasting, process design, scheduling, inventories, JIT, productivity, and quality management. Prerequisite: ECON 216.

494 [194] Special Topics (3)

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

498 [198] Internship (3)

Experiential learning working in a business, government, or non-profit organization. Placements provide the opportunity for practical application of business, economics, and accounting principles. See schedule of classes for special meeting times. This course may not be repeated for credit. Prerequisite: Senior Business, Accounting, or Economics majors only; junior majors with consent of the instructor.

499 [199] Independent Study (1-3)

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

ECONOMICS (ECON)**101 [011] Principles of Microeconomics (3)**

An introduction to consumer behavior and the theory of the firm. Topics include the demand behavior of households, the supply behavior of business firms, and an introduction to market structure.

102 [012] Principles of Macroeconomics (3)

The study of 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. Prerequisite: ECON 101.

201 [052] Intermediate Microeconomics (3)

The economic theory of demand, production, product and input markets, welfare, and general equilibrium. Applications of price theory, including its use in evaluating and forming public policy. Prerequisite: ECON 101.

202 [051] Intermediate Macroeconomics (3)

Examines the causes of fluctuations in important national economic variables, such as aggregate output, interest rates, the rate of inflation, the rate of unemployment, and exchange rates. Investigates the feasibility of stabilizing the economy through the use of fiscal and monetary policy. Prerequisite: ECON 102.

216 [BUS 016] Quantitative Business Analysis (4)

A systematic exposure to the issues and problems of applying and interpreting statistical analyses of business situations. Topics include: descriptive statistics, probability, random variables and their distributions, statistical inference, multiple regression and residual analysis, correlation, classical time-series models, and forecasting. Extensive computer analysis of data. Prerequisite: MATH 130 or 150.

302 [102] Public Finance (3)

An introduction to public sector economics, concentrating on the revenues and expenditures of federal, state, and local governments. Topics include public goods, externalities, voting theory, cost benefit analysis, and the study of taxation and government transfer programs. Prerequisite: ECON 102.

304 [104] Urban Economics (3)

The application of economic analysis to urban and regional areas. Topics include the theory underlying urbanization and the location of economic activity, the methodology utilized to analyze urban and regional economies, and problems and policies related to urban areas, such as housing, poverty, transportation, and local public finance. Special attention will be given to the San Diego metropolitan area. Prerequisite: ECON 101.

308 [108] Environmental and Natural Resource Economics (3)

An analysis of the economic principles that underlie the allocation, pricing, and use of natural resources. Topics include the intertemporal allocation of depletable resources, the economics of fisheries and forestry, issues in the distribution and use of water resources, the economics of recycling and waste disposal, and economic perspectives on global warming and ozone depletion. Prerequisite: ECON 101.

310 [110] Money and Banking (3)

A study of the structure, regulation, and performance of the banking industry in the United States, focusing on

the strategy and procedures of the Federal Reserve System. Examines the problems encountered by the Federal Reserve System in trying to achieve its goals. Prerequisite: ECON 102.

321 [121] Women and Work (3)

Analysis of women's market and nonmarket work activities. Topics include gender roles, allocation of time, occupational distribution, earnings, government programs and their impact by gender, and the role of women and work in other countries. Prerequisite: ECON 101.

322 [122] Labor Economics (3)

An analysis of the operation of labor markets focusing on the market system for wage determination. Topics include the supply and demand for labor, wage determination under various market structures, human capital formation, discrimination in labor markets, collective bargaining and the structure of pay, unemployment, and wage inflation. Prerequisite: ECON 101.

324 [124] Industrial Organization (3)

Examines the role of different industrial structures in the performance of industrial markets, including the influence of different structures on major competitive forces in the market: entry, threat of substitution, bargaining power of buyers, bargaining power of suppliers, and rivalry among current competitors. Develops competitive strategies in various industrial environments. Prerequisite: ECON 101.

327 [127] Law and Economics (3)

The application of economic methodology to the principal areas of law: property, contracts, torts, and crime. The economic concepts of maximization, equilibrium, and efficiency are used to examine the consequences of existing and proposed laws and legal institutions. Prerequisite: ECON 101.

329 [129] Real Estate Economics (3)

An analysis of the economic principles that underlie the market for real estate. Topics include an evaluation of land resource requirements, input-output analysis in land use, economic foundations of valuation of land and improvements, taxation issues in real estate, and land use policy. Prerequisite: ECON 101.

333 [133] International Economics (3)

The theory, practice, and institutions of the international economy. Topics include international trade and investment, the European Economic Community, balance of payments, foreign exchange rate determination, multinational enterprises, trade with developing countries, and international economic policy. Prerequisite: ECON 102.

335 [135] Economic Development of Latin America (3)

An analysis of the determinants of economic development and growth in Third World countries in general and Latin America in particular, along with associated problems and policies. Topics include theories and policies concerning population, income distribution, education, capital formation, finance, agriculture, industry, trade, and economic planning. Prerequisite: ECON 102.

337 [137] Economic Development of Asia (3)

An analysis of the determinants of economic development and growth in Asia and the Pacific Rim, along with associated problems and policies. Topics include theories and policies concerning industry, agriculture, domestic savings and investment, human resources, international trade, foreign capital, and external debt. Prerequisite: ECON 102.

370 [170] Applied Econometrics (3)

The study of the construction and estimation of econometric models and econometric research. This is a project-oriented course designed to integrate economic theory with econometric analysis. Prerequisites: ECON 201, 202, and 216. Fall semester only.

371 [171] Business Cycles and Forecasting (3)

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, econometric and arima (Box-Jenkins) time series analysis. Prerequisites: Economics 102 and 216.

373 [173] Managerial Economics (3)

The application of analytical techniques and economic principles to analyze typical problems encountered by managers. Topics include risk analysis, demand analysis, sales forecasting, production analysis, cost estimation, pricing decisions, and capital budgeting. Prerequisites: Economics 102 and 216. Spring semester only.

380 [180] Advanced Economic Theory (3)

An introduction to mathematical techniques used to analyze economic problems to gain a deeper understanding of economic decision making through the use of mathematical models. Topics include comparative statistics, optimization problems, dynamics, and mathematical programming. Mathematical techniques covered include matrix algebra, differential and integral calculus, differential equations, and difference equations. Prerequisites: ECON 102 and MATH 130 or 150.

490 [190] Senior Seminar (3)

A course to enhance analytical and research skills in the field of economics. Students will develop individual research projects of their own interest, integrating relevant concepts from business and economics. Prerequisite: Senior standing. (Spring semester only)

494 [194] Special Topics (3)

Topics of current interest in economics. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: ECON 102 and consent of instructor.

498 [198] Internship (3)

Experiential learning working in a business, government, or non-profit organization. Placements provide the opportunity for practical application of economics, business, and accounting principles. Placement must emphasize economics field. See schedule of classes for special meeting times. This course may not be repeated for credit. Prerequisite: Senior Economics majors only; junior Economics majors with 75 units and senior Economics minors with consent of instructor.

499 [199] Independent Study (1-3)

Study of economic theory and public policy through selective readings and research. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Economics or Business Economics major, senior standing, and consent of instructor.

ETHICS AND LAW (ETLW)**302 [BUS 142] Business and Society (3)**

This course examines principles of social responsibility, ethics, law, and stakeholder theory as they apply to organizations domestically and abroad. Coverage includes business ethics; individual versus societal interests; labor and employment issues; consumer protection; discrimination and diversity; the natural environment; politics, public policy, and government regulation of business. Particular attention is given to developing moral reasoning skills. Meets the requirements for the Environmental Studies minor. Prerequisite: MGMT 300.

311 [BUS 145] Business Law I (3)

Covers the fundamentals of United States law and legal system, relationship of law to ethics, criminal law, torts, contracts, agency, risk management, insurance, and hiring and managing an attorney. Special emphasis is given to preventing legal problems and resolving conflicts in business for business practitioners. Systems and methods of dispute resolution are considered, including negotiation, mediation, arbitration, and the U.S. judicial system, including small claims court.

312 [BUS 146] Business Law II (3)

Continued study of the legal environment of business, including such topics as creation, operation and termination of partnerships and corporations, sale of goods, and negotiable instruments. Case study. Prerequisite: ETLW 311.

403 [BUS 143] Environmental Management (3)

This course analyzes the effect of business activities on the environment. Environmental public policies are examined as well as selected corporate environmental policies. The course addresses a myriad of questions, such as: Is there an inherent conflict between business profits and environmental protection? Can humans conduct business without harming the environment? What are the environmental consequences if the developing world reaches the same level of consumption as the developed world? Should the developed world reduce its level of consumption? Does the developed world have an obligation to the undeveloped world? If so, what is it? What is the meaning of sustainable economic growth? How is sustainable economic growth achieved? Meets the requirements for the Environmental Studies minor.

494 [BUS 194] Special Topics (3)

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

498 [BUS 198] Internship (3)

Experiential learning working in a business, government, or non-profit organization. Placements provide the opportunity for practical application of business, economics, and accounting principles. See schedule of classes for special meeting times. This course may not be repeated for credit. Prerequisite: Senior Business, Accounting, or Economics majors only; junior majors with consent of the instructor.

499 [BUS 199] Independent Study (1-3)

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

FINANCE (FINA)**300 [BUS 110] Financial Management (3)**

A study of the forms, sources, and management of business capital. The finance function and its relation to other business functions and to general policy objectives are considered. Topics include: capital requirement, short and intermediate financing, management of current assets, capital budgeting, and the cost of capital. Prerequisites: ACCT 201, ECON 102, and ECON 216.

401 [BUS 111] Financial Institutions (3)

An examination of the interaction among financial institutions, financial markets, and the economy. Topics include the trends of financial institutions, interest rate structure, and the security and mortgage markets. Prerequisite: FINA 300.

402 [BUS 112] Investments (3)

Surveys the basic principles and techniques of investment analysis. Market analysis methods are examined critically, and sources of analytical information and their use are studied. Prerequisite: FINA 300.

405 [BUS 115] International Financial Management (3)

An introduction to the problems facing the financial management of international companies. Topics include foreign exchange exposure management, financing trade, foreign direct investments, international accounting, and control and working capital management. Prerequisite: FINA 300.

494 [194] Special Topics (3)

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

498 [198] Internship (3)

Experiential learning working in a business, government, or non-profit organization. Placements provide the opportunity for practical application of business, economics, and accounting principles. See schedule of classes for special meeting times. This course may not be repeated for credit. Prerequisite: Senior Business, Accounting, or Economics majors only; junior majors with consent of the instructor.

499 [199] Independent Study (1-3)

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

INFORMATION TECHNOLOGY MANAGEMENT (ITMG)

100 [BUS 086] Information Systems (3)

An introduction to computer-based information systems and their role in business and other organizations. Topics include information technology, information systems and development concepts, and application software. Emphasis on improving student skills as knowledge workers through the effective use of business productivity software and the Internet. Instructional methods include lecture, case study, hands-on projects, and student presentations.

300 [BUS 087] Structured Programming for Business Applications (3)

The study of advanced methods and techniques in decision support application development using spreadsheet, database, and visual programming software. The course enables students to solve business problems by integrating tools including spreadsheets, database, programming languages, and the Internet. The course stresses development of complete, turnkey systems with programming facilities available in decision support software programs. Heavy emphasis is placed on logical processes and developing programming skills. Prerequisite: ITMG 100.

301 [BUS 088] Database Design and Implementation (3)

The theory and practice of designing, implementing, and modifying information systems that use database management software. Topics include: best practices in data modeling, data normalization, and database design; database implementation methods; and the use and evaluation of alternative database management software packages. Instructional methods include lecture, demonstrations, group problem-solving exercises, a major database design and implementation project, and student presentations. Prerequisite: ITMG 100.

380 [BUS 180] Electronic Commerce (3)

Overview of current practice in electronic commerce, broadly defined to include business processes and the activities of not-for-profit organizations. Includes discussion of enabling technologies and business strategies. Also includes discussion of international, legal, and ethical issues that arise in conducting electronic business.

381 [BUS 181] Web Site Design (3)

Examines the design of Web sites for business and organizations. Topics include: planning a Web site, understanding the principles and elements of effective Web site design, using Web development and design tools, and evaluating Web site effectiveness. Elements of consistent Web page design as components of overall Web site design are emphasized. Effective communication of concepts and

analysis in written format and oral presentations is stressed. Teaching methods include class lecture, case studies, and Internet laboratory research projects. Prerequisite: ITMG 100.

385 [BUS 185] Management Information Systems (3)

A management-oriented overview of information systems with an emphasis on ways to analyze and use information technologies from the perspective of a business professional. Topics include: international competitive uses of information systems; various ways of using information technologies in business processes, products, and services; impacts of information systems on the productivity of individuals and organizations; alternative methods for building information systems; factors leading to successful implementation of information systems; and threats and risks associated with information systems. Instructional methods include lecture, case study analysis, Internet-based projects, community service learning, technical writing, and presentations. Prerequisite: ITMG 100.

388 [BUS 188] Data Communications and Networks (3)

Introduction to the concepts, technology, and business practices related to the design and functioning of modern data communication networks. Topics include: various protocols, topologies, and configurations used in modern data communications networks; the characteristics, engineering, and economic trade-offs among essential network hardware and software components; and current telecommunications industry standards and emerging technologies. Hands-on projects introduce students to the nuances of design, implementation, and management of computer networks in real world environments using prevailing standard networking software. Prerequisite: ITMG 100.

489 [BUS 189] Information Systems Design and Implementation (3)

Develops skills in the design and implementation of object-oriented information systems on distributed platforms. Topics include: object-oriented programming methods; development of distributed applications; and Web-based interface design and interactivity with enterprise-wide databases. Hands-on projects provide students experience with real-world software development environments using state-of-the-art development methodologies and tools. Prerequisites: ITMG 100, 300, and 301.

494 [BUS 194] Special Topics (3)

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

498 [BUS 198] Internship (3)

Experiential learning working in a business, government, or non-profit organization. Placements provide the opportunity for practical application of business, economics, and accounting principles. See schedule of classes for special meeting times. This course may not be repeated for credit. Prerequisite: Senior Business, Accounting, or Economics majors only; junior majors with consent of the instructor.

499 [BUS 199] Independent Study (1-3)

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

MANAGEMENT (MGMT)**300 [BUS 100] Organizational Behavior (3)**

The study of human behavior in organizational settings. Examines the interface between human behavior and the organizational context, and presents frameworks for managing people in the organization. Topics addressed include: perceptual processes, personality, learning, motivation, attitudes, stress, group dynamics, intergroup behavior, conflict, power, politics, leadership, and cross-cultural implications. Behavioral science concepts are applied through self-assessment, case studies, and experiential exercises.

301 [BUS 101] Organizational Theory and Management Practice (3)

An analysis of the theories of organizational design, structure, development, and effectiveness from a managerial perspective. Topics addressed in this macro-oriented course include: systems theory; analysis of organization environments and their impact on organizations; organizational purposes, goals, and planning; organizational decision-making processes; technology and alternative organizational designs; information and control systems; functions of management; job design; environment-organization interface; and international and contemporary management issues. A contingency-systems approach is emphasized through case studies and simulations. Prerequisite: MGMT 300.

302 [BUS 102] Family Business (3)

Family-owned businesses make up as much as 80 percent of all U.S. businesses, including 175 of the Fortune 500. They face different challenges than their non-family-owned peers. This course discusses ways in which family-owned businesses are unique, stressing some of the special challenges they face, such as: grooming a management successor from within the family; implementing an estate plan to pass ownership of the business to the proper individuals while avoiding our confiscatorial estate tax; techniques for resolving family conflicts that erupt in the business and business conflicts that threaten to destroy the family; setting fair compensation for family members and non-family

employees; and motivating non-family employees to support the family's goals. Family business is a cross-functional, multi-disciplinary study which includes aspects of management, communications and conflict resolution, law, estate planning, accounting and taxation, and family counseling.

303 [BUS 103] Interpersonal Relations (3)

An advanced course covering theories, research, and skill development in the area of interpersonal relations. Topics covered include interpersonal influence, conflict, emotional styles, communication, group roles, non-verbal behavior, and personal growth. Course concepts are integrated with classroom exercises and outside organizational experiences to provide the student with both knowledge and skills for interacting effectively with others in managerial and personal situations. Prerequisite: MGMT 300.

304 [BUS 104] Entrepreneurship and New Ventures (3)

An examination of the problems and processes for launching and/or purchasing business ventures. Topics include the nature and role of the entrepreneur, identifying and assessing potential opportunities for new ventures, structuring and staffing the new venture, preparing the business plan, attracting venture capital, and dealing with key legal issues. Prerequisites: MGMT 300, FINA 300, and MKTG 300.

305 [BUS 105] Career Development (3)

Study of the development of careers in work organizations. Principles of human resource skill development and patterns of success. Models for understanding individual and organizational career assessment and development. Principles of stress and coping mechanisms in career activities. Attention to successful individual and organizational practices. Particular emphasis on careers in management. Prerequisite: MGMT 300.

306 [BUS 106] Women in Management (3)

This course is designed to give women a repertoire of skills needed in various work-related situations. The course examines management requirements for various organizational levels and stresses the difference between personal and organizational issues.

307 [BUS 107] Human Resource Management (3)

An introduction to the roles of both the staff specialist and manager regarding the human resource management function. Topics include, but are not limited to, staffing, compensating, training, appraising, and developing an organization's human resources, as well as employment law, labor relations, and the strategic role of human resource management in today's organization. Prerequisite: MGMT 300.

308 [BUS 108] Small Business Management (3)

Application of the basic business disciplines to the small business environment. Examines both growth-oriented small firms on the way to becoming large firms and small, income-substitution firms. Issues include: managing to provide for the survival and growth of the small business; how smallness influences management processes such as recruitment and motivation of employees; and how smallness influences marketing, finance, operations, and other functional areas within the small firm. Prerequisites: MGMT 300, FINA 300, and MKTG 300.

309 [BUS 109] International Comparative Management (3)

Addresses the dilemmas and opportunities that managers face as they work in multicultural and global environments. The main objective of the course is to increase the effectiveness of managers/employees in identifying, understanding, and managing the cultural components of organizational dynamics. Focuses on the relationships between cultural values and the practice of managing people. Prerequisite: MGMT 300.

490 [BUS 190] Strategic Management (3)

This course develops skills in problem analysis and decision-making in areas of corporate strategy and business policy. It is the integrating course of the undergraduate program and will concentrate on the application of concepts through case studies. Open only to last-semester graduating seniors.

492 [BUS 192] Strategy Simulation (3)

Students will manage a company in a computer simulated oligopolistic industry. They will compete against companies managed by students from five other schools. Students will write detailed business plans, prepare budgets, and submit annual reports to shareholders while making management decisions for their company for 20 (simulated) quarters. Prerequisite: Written consent of instructor after competitive evaluation.

494 [BUS 194] Special Topics (3)

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

498 [BUS 198] Internship (3)

Experiential learning working in a business, government, or non-profit organization. Placements provide the opportunity for practical application of business, economics, and accounting principles. See schedule of classes for special meeting times. This course may not be repeated for credit.

Prerequisite: Senior Business, Accounting, or Economics majors only; junior majors with consent of the instructor.

499 [BUS 199] Independent Study (1-3)

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

MARKETING (MKTG)**300 [BUS 130] Fundamentals of Marketing (3)**

An introduction to the critical role of marketing in our society with emphasis on the marketing concept, product, price, distribution, and promotion. Prerequisites: ECON 101.

301 [BUS 131] Services Marketing (3)

Examines the key characteristics that distinguish services from traditional goods marketing. Critical dimensions which customers utilize to determine quality services are emphasized. Attention is directed towards the development and demonstration of interpersonal and problem-solving skills. Learning activities can include: case analysis, marketing plan, and client-sponsored projects. Prerequisite: MKTG 300.

302 [BUS 138] Sports Marketing (3)

This course explores the complex and diverse nature of sports marketing. It applies fundamental marketing concepts to the sports industry, including the marketing mix, consumer behavior, marketing research, segmentation analysis, and assessment of marketing programs specific to sports. Guidelines for the formulation of marketing goals and strategies will be included. Trends, issues, and problems influencing the industry will also be examined. Prerequisite: MKTG 300.

305 [BUS 137] International Marketing (3)

An analysis of key international marketing activities and functions. Topics include environmental constraints, exporting, international product planning, and international selling and advertising. The various concepts are integrated through the development of a complete international plan for the marketing of a product in another country. Prerequisite: MKTG 300.

330 [BUS 135] Personal Selling (3)

Examines the role of personal selling in a firm's promotion and marketing strategy, and presents the principles and methods of persuasive communication. Concepts from the behavioral sciences are explored to show their application in sales situations. Attention is focused on the development and demonstration of effective sales presentation techniques. Prerequisite: MKTG 300.

350 [BUS 134] Advertising (3)

The role of advertising in society, business, and marketing. Human behavior, market selection, media planning, advertising appeals, preparation of copy, research decisions, and the campaign approach to advertising are covered. An actual advertising campaign is planned and developed as a requirement of the course. Prerequisite: MKTG 300.

355 [BUS 129] Introduction to Public Relations (3)

This course is an introduction to public relations as a component of marketing communications. The strategic planning and tactical implementation of public relations for organizations will be covered including a review of public relations campaigns. Discussion of the effects of research, public opinion, ethics, and laws on public relations activities will be covered. Crisis communications will be included. Career opportunities with public relations firms will also be covered. Prerequisite: MKTG 300.

410 [BUS 132] Marketing Research (3)

Emphasis is placed on the relationship between marketing research and the business decision. A complete marketing research project is developed. Topics include: research methodology and the business function, problem formulation and the role of research, data collection, and analysis. Prerequisites: ECON 216 and MKTG 300.

420 [BUS 136] Consumer Behavior (3)

Analysis of consumer behavior and motivation, principles of learning, personality, perception, and group influence, with emphasis upon mass communications effects. Prerequisite: MKTG 300.

465 [BUS 133] Retailing (3)

Essentials of retail management; market segmentation and market research for retail operations; buying and pricing functions; inventory control, budgeting. Prerequisite: MKTG 300.

480 [BUS 139] Advanced Marketing Project (3)

This course offers the opportunity to implement the basic fundamentals of marketing through an experiential learning situation, simulation, case analysis, or combination of these. May involve interaction with business or other organizations in the execution of marketing strategy. This course may not be repeated for credit. Prerequisite: MKTG 300.

490 [BUS 140] Marketing Strategy

Development of skills in analyzing practical marketing situations and the formulation and implementation of effective marketing strategies. Discussion of the relationship of the marketing process to the business function as a whole. Prerequisite: MKTG 300.

494 [BUS 194] Special Topics (3)

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

498 [BUS 198] Internship (3)

Experiential learning working in a business, government, or non-profit organization. Placements provide the opportunity for practical application of business, economics, and accounting principles. See schedule of classes for special meeting times. This course may not be repeated for credit. Prerequisite: Senior Business, Accounting, or Economics majors only; junior majors with consent of the instructor.

499 [BUS 199] Independent Study (1-3)

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

REAL ESTATE (REAL)**320 [BUS 120] Principles of Real Estate (3)**

A study of the principles and practices surrounding real estate assets within the U.S. financial markets. An investigation of urban economic forces on financing, investment, and valuation decisions and legal effects on market efficiency. Prerequisite: FINA 300.

325 [BUS 125] Financing Real Estate (3)

An overview of the financial markets and institutions through which residential and commercial real estate are financed. Focus includes government legislation and regulation and how they affect the cost and availability of real estate financing. Includes discussions of the role played by trade associations and the media in government policy-making affecting real estate finance.

327 [BUS 127] Legal Aspects of Real Estate (3)

Study of the historical, foundational, and fundamental legal principles involving both commercial and residential real estate. The course explores issues, case studies, and current events in the area of real estate law and ethics in the real estate marketplace. Special emphasis is given to transactions, investments, and the development of real estate, as such relates to contracts, land use requirements, environmental concerns, and risk management matters. This course fulfills one of the requirements for the California Department of Real Estate broker examination.

428 [BUS 128] Commercial Real Estate Valuation

This course is a review of real estate valuation techniques. The fundamentals of income capitalization, sales comparison, and cost approaches to appraisal theory are discussed using practical examples. Through the use of commercial real estate software valuation tools, participants will gain the understanding of appraisal procedures used to analyze data and derive value estimates for every category of income producing property. The importance of ethical judgment and industry standards will be emphasized along with the reconciliation process and preparation of the final appraisal report. Prerequisite: REAL 320 and REAL 325 or 327.

494 [BUS 194] Special Topics (3)

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

498 [BUS 198] Internship (3)

Experiential learning working in a business, government, or non-profit organization. Placements provide the opportunity for practical application of business, economics, and accounting principles. See schedule of classes for special meeting times. This course may not be repeated for credit. Prerequisite: Senior Business, Accounting, or Economics majors only; junior majors with consent of the instructor.

499 [BUS 199] Independent Study (1-3)

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

SUPPLY CHAIN MANAGEMENT (BSCM)**300 [BUS 170] Supply Management (3)**

This course examines Supply Management's contribution to meeting an organization's need to produce quality products at competitive prices in a timely manner. Supply Management's roles in the development of new products and services, identification and selection of the "right" source, at the "right" price, together with the development and nurturing of partnerships and strategic alliances are addressed. Course principles are applicable to manufacturing, retailing, service, not-for-profit, and governmental agencies.

303 [BUS 173] Contract Pricing (3)

This course introduces and provides students an opportunity to apply modern contract pricing concepts,

principles, and techniques. Topics covered include the economic principles underlying pricing, price analysis, cost analysis, Cost-Volume-Profit analysis, contract compensation agreements, profit analysis, and negotiation.

Prerequisites: ACCT 202, ECON 101, and BSCM 300.

494 [BUS 194] Special Topics (3)

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

498 [BUS 198] Internship (3)

Experiential learning working in a business, government, or non-profit organization. Placements provide the opportunity for practical application of business, economics, and accounting principles. See schedule of classes for special meeting times. This course may not be repeated for credit. Prerequisite: Senior Business, Accounting, or Economics majors only; junior majors with consent of the instructor.

499 [BUS 199] Independent Study (1-3)

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

ENGINEERING PROGRAMS

Kathleen A. Kramer, Ph.D., Director

Electrical Engineering Program

Thomas A. Kanneman, Ph.D.

Ernest M. Kim, Ph.D., P.E.

Kathleen A. Kramer, Ph.D.

Susan M. Lord, Ph.D.

Mikaya L. D. Lumori, Ph.D.

Michael S. Morse, Ph.D., J.D.

Thomas F. Schubert, Jr., Ph.D., P.E.

Industrial and Systems Engineering Program

Bradley Chase, Ph.D.

Luke T. Miller, Ph.D.

Rick T. Olson, Ph.D.

Leonard A. Perry, Ph.D.

Mechanical Engineering Program

Frank G. Jacobitz, Ph.D.

MISSION

USD Engineering is dedicated to providing student-centered education emphasizing engineering fundamentals and design, to advancing scholarship in engineering education, and to pursuing application-driven research.

The USD Engineering Programs are crafted to meet the traditions of USD for quality undergraduate education, the curriculum requirements for professional accreditation, and the ever-increasing demands by industry for a more broadly-educated engineer capable of meeting the future demands and challenges of changing technology in a global economy and society.

The Programs are nine-semester, integrated programs of study leading to a Bachelor of Science/Bachelor of Arts (B.S./B.A.) dual degree in a specified field of Engineering. They are built upon a foundation in mathematics, physics, computers and chemistry, as well as a strong General Education component. In addition to a sound preparation in engineering science, design, and professional practice, the curriculum addresses written and oral communication, human values and relations, and ethics.

UNIQUE FEATURES

The USD Engineering Programs are undergraduate programs culminating in a unique dual B.S./B.A. degree that results from a combination of intensive technical education and the USD emphasis on a broad liberal education. Each engineering program has breadth and depth in the engineering discipline, including an extensive laboratory component in outstanding laboratory facilities dedicated to undergraduate instruction. USD Engineering students can expect a personalized education in small classes with a cur-

riculum that emphasizes preparation for work in industry and the development of professionalism and values.

PROFESSIONAL ACCREDITATION

USD is committed to achieving and maintaining professional accreditation by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET) to cover all engineering graduates. Both the Electrical Engineering Program and the Industrial and Systems Engineering Program achieved this goal and have been accredited since 1992 and 2001, respectively. In keeping with EAC/ABET guidelines, an inaugural Mechanical Engineering accreditation visit will be scheduled upon first graduates of that program.

ACADEMIC ADVISING

All Engineering students are assigned an Engineering Advisor who tracks the student's progress toward attaining an Engineering degree. The advisor and student work together to ensure that the student is making satisfactory progress toward graduation. Freshmen are assigned an engineering advisor only if they enroll in the Engineering 101 Preceptorial during their first semester. Transfer students are initially advised by the Director of Engineering and then assigned a permanent Engineering Advisor.

RECOMMENDED PRIOR PREPARATION

To complete an Engineering Program following a standard pattern, incoming freshmen should be prepared to enroll in Calculus, English Composition and Literature, and Foreign Language III. Background deficiencies in any of the above areas may be removed at USD, but the credit earned may not be applied toward minimum graduation requirements for the Engineering major.

Transfer students often find it helpful to contact an Engineering advisor at the earliest opportunity for evaluation of their background preparation. The first two years of the Engineering Programs at USD are closely coordinated with those of many community colleges and state universities in California, making it possible to transfer from such institutions to USD with minimal disruption. Students transferring to USD Engineering will be placed in the standard sequence at the place that matches their preparation. While the Engineering Programs are designed to be completed in nine semesters, students may be able to complete engineering degree requirements in four years with a combination of prior preparation, AP credit, and Intersession or summer study.

SPECIAL RESTRICTIONS ON THE USE OF THE PASS/FAIL OPTION

For Engineering majors, the pass/fail option is not permitted in any course required by specific course prefix and title in the appropriate Required Program of Study. With the foregoing exceptions, the general University pass/fail regulations apply. See the description of the pass/fail option earlier in this *Bulletin*.

SPECIAL PROGRAM PATTERN FOR NROTC STUDENTS

NROTC requirements add 21 to 24 units to the standard program for Engineering majors. To meet the needs of NROTC and the major, a special program pattern has been constructed utilizing Intersession and Summer Session. One aspect of the pattern is the substitution of Naval Science 201 for the Engineering requirement of a communications science course. The NROTC scholarship covers the full Engineering Program. However, benefits beyond four years must be requested through the Naval Science Department.

ENGINEERING ADVISORY BOARD

The Engineering Advisory Board was organized in spring 1994 to expand the level and role of industry affiliates in the following areas: 1) Long-range planning for the continued development of engineering at USD; 2) developing and promoting cooperative programs and relations with industry and the San Diego community; 3) assisting in seeking sources of support for engineering and science programs and facilities; 4) facilitating recruitment and placement of engineering and science graduates; and 5) advising the USD engineering faculty and administration on issues related to the growth and evolution of the Engineering Program. The Board confers with the Department of Engineering at least three times a year.

BACHELOR OF SCIENCE/BACHELOR OF ARTS DUAL DEGREE PROGRAM IN ELECTRICAL ENGINEERING

Electrical Engineering [A professional program accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET)]

Electrical engineering is a profession that uses science, mathematics, computers, and other technology coupled with problem solving skills to design, construct, and maintain products, services, and systems using electricity and electronics. Electrical engineers work in researching, designing, developing, and operating many thousands of electrical systems and components that run our world. Electrical engineers are often associated with computer chips, power generation, or telecommunications. However, electrical engineers also specialize in such work as circuit design, computers and automatic control systems, micro-electronics, electronic photography and television, energy sources and systems, and solid-state materials and devices. Electrical engineers work in the communications, aerospace, computer, electrical power, medical, semiconductor, and consumer electronics industries. Electrical engineering is a field with diverse challenges and many opportunities. Throughout the world, more students major in Electrical Engineering (EE) than any other engineering discipline.

The EE program at USD encompasses a breadth of traditional fields and provides depth in electronics, signal analysis, and digital systems. In addition, students complete the broad range of general education requirements that lead to a unique dual B.S./B.A. degree in Electrical Engineering. Within the curriculum, special emphasis is placed upon engineering design and the use of the computer both as an engineering tool and as an integral component in systems. Both emphases are integrated throughout the curriculum with basic concepts introduced during

R E Q U I R E D P R O G R A M O F S T U D Y E N G I N E E R I N G L O W E R - D I V I S I O N			
<u>FRESHMAN YEAR</u>	<u>FRESHMAN YEAR</u>	<u>SOPHOMORE YEAR</u>	<u>SOPHOMORE YEAR</u>
SEMESTER I	SEMESTER II	SEMESTER I	SEMESTER II
Mathematics 150 (4)	Mathematics 151 (4)	Mathematics 250 (4)	Mathematics 310 (3)
Chemistry 151/151L (4)	Physics 270 (4)	Physics 271 (4)	Physics 272 (3) or
ENGR 101 (Precept) (3)	ENGR 102 (3)	MENG 210 (3)	MENG 260 (3)
GE Electives (6)	ENGR 121* (3) or GE (3)	ENGR 121* (3) or	ISyE 220** (3)
	GE Electives (3)	GE (3)	ELEC 200 (4) or
		GE Elective (3)	ELEC 201 (4)
			Communication
			Studies 103*** (3)
*Electrical Engineering students may substitute Computer Science 150 for ENGR 121.			
**Electrical Engineering and Mechanical Engineering students may substitute Economics 101 for ISyE 220.			
***NROTC students may substitute Naval Science 201 for Communication Studies 103.			

the first two years, followed by increasing levels of application complexity throughout the upper-division courses.

The *Educational Objectives* of the USD Electrical Engineering Program are to develop graduates who:

1. are able to apply their electrical engineering and broad academic backgrounds in their professional and personal endeavors;
2. can adapt to evolving job responsibilities;
3. can contribute effectively on a team and provide leadership in their professional careers.

Fast-changing technologies in the field of Electrical Engineering mean that life-long learning is a necessity for members of the profession. The significance of Electrical Engineering technologies in affecting the quality of life throughout the world creates additional professional responsibilities. As part of these professional obligations, all EE majors are required to maintain student membership in the Institute of Electrical and Electronic Engineers, Inc. (IEEE).

Electrical Engineering Advisory Board

The Electrical Engineering Advisory Board (EEAB) was organized in summer 2001 to represent to the interests of the electrical engineering industry and alumni to the Electrical Engineering Program. The Board, composed of representatives from companies including SAIC, Applied Microcircuits Corporation, ViaSat Inc., Copper Mountain Networks Inc., and others, serves to expand the level and role of industry affiliates in the continued development of the Electrical Engineering Program and in the promotion of cooperative programs and relations with industry and the San Diego community.

Requirements for the EE Major

151 semester-units

The mathematics, science, and engineering courses listed below also satisfy the General Education requirements in mathematics competency, natural sciences, and the upper-division writing course.

Mathematics and Basic Science Requirements

36-39 units

Mathematics (21 units): Mathematics 150, 151, 250, 310, 311, 315 (or 350 or ISyE 330)

Physics (8-11 units): Physics 270, 271, 272 (or MENG 260)

Chemistry (4 units): Chemistry 151, 151L

Life Science Elective (3 units)

Engineering Core Requirements

22-25 units

These courses include units in engineering science and design and other subject requirements in support of engineering practice: ENGR 101, 102, 121 (or Computer Science 150), 311, 401W; MENG 210, 260 (or Physics 272); ELEC 201.

Electrical/Electronics Engineering Requirements

48 units

These courses include units in electrical engineering science and design. There are 11 required courses: ELEC 301, 302, 310, 320, 340, 350, 430, 460, 470, 491, and 492, and eight units of approved ELEC electives (including at least two 3- or 4-unit courses). Approved ELEC electives include ELEC 410, 412, 450, 472, 480, and 494. New elective offerings are often made available; a complete list of approved electives can be obtained from the Chair of Electrical Engineering.

General Education (GE) Requirements

42 units

All Electrical Engineering majors must satisfy the Foundations Curriculum in General Education specified by the University. In addition to categories covered under the major requirements above, the Electrical Engineering Program requires the following specific courses: Philosophy 342 – Engineering Ethics; Communication Studies 103 – Public Speaking or Naval Science 201 – Leadership and Management; and Economics 101 – Principles of Microeconomics or ISyE 220 – Engineering Economics.

REQUIRED PROGRAM OF STUDY UPPER-DIVISION ELECTRICAL ENGINEERING

<u>JUNIOR YEAR</u>	<u>JUNIOR YEAR</u>	<u>SENIOR YEAR 1</u>	<u>SENIOR YEAR 1</u>	<u>SENIOR YEAR 2</u>
SEMESTER I	SEMESTER II	SEMESTER I	SEMESTER II	SEMESTER I
Mathematics 311 (3)	Mathematics 315* (3)	ENGR 401W (3)	ELEC 460 (4)	ELEC Elective (4)
ENGR 311 (3)	ELEC 302 (4)	ELEC 320 (3)	ELEC 491 (3)	ELEC 492 (3)
ELEC 301 (4)	ELEC 340 (4)	ELEC 430 (4)	ELEC Elective (4)	GE Electives (9)
ELEC 310 (4)	ELEC 350 (3)	ELEC 470 (4)	Philosophy 342 (3)	
GE Elective (3)	GE Elective (3)	GE Elective (3)	GE Elective (3)	

Total Units (Standard Pattern): 151

*Electrical Engineering students may substitute Mathematics 350 or ISyE 330 for Mathematics 315.

It is possible to meet the EAC/ABET curriculum requirements and the USD GE requirements in fewer than the nominal 151 units. Up to 9 units of the USD GE requirements (written literacy, logic, and foreign language) can be satisfied by demonstrating competency in the particular area. Each demonstrated competency will reduce the minimum number of units required for the degree by 3 units. Consult an electrical engineering advisor for evaluation of credits.

Available Minors

The Electrical Engineering standard pattern qualifies students for a minor in Mathematics without any additional courses. Interested majors should apply to the Mathematics Department for specific approval of the minor. Minors are possible in other areas, particularly Physics, but also Computer Science, Business Administration, etc., by the addition of courses not included in the engineering standard patterns. The interested student should consult this *Bulletin* or the specific department for guidance, as well as an engineering advisor for career-oriented advice.

BACHELOR OF SCIENCE/BACHELOR OF ARTS DUAL DEGREE PROGRAM IN INDUSTRIAL AND SYSTEMS ENGINEERING

Industrial and Systems Engineering [A professional program accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET)]

Industrial and Systems Engineering (ISyE) applies basic engineering skills from mathematics and the physical sciences, specialized analysis techniques, and an understanding of how people interact with machines and each other to design and evaluate the performance of systems in industry and the service sector. Examples of the types of systems that may be analyzed by ISyEs include health care delivery systems, product distribution systems, and manufacturing systems. The factor that most distinguishes ISyE

from other engineering disciplines is the attention devoted to human involvement in the systems being analyzed.

Educational Objectives

The ISyE program seeks to develop graduates who:

- apply their education to design, develop, optimize, implement, or manage systems integrating people, materials, information, equipment, and energy;
- provide value to the organizations where they work by identifying and resolving problems encountered by internal or external customers;
- participate on cross-functional work teams to contribute to the success of their organizations.

To achieve these objectives coursework in the ISyE program emphasizes the process of developing analytical models for real-world systems and using computer-based techniques to explore ways in which the systems can be made to function more efficiently. The upper-division ISyE courses emphasize the general principles of designing and evaluating systems and the application of these principles to many different types of systems. Students also select one course in a technical area of personal interest. Because the analysis of systems frequently requires an understanding of topics from the field of business administration, the ISyE program appropriately draws upon the expertise of the faculty in the School of Business Administration.

The ISyE major student is expected to be involved in professional aspects of the field. Since the engineering profession places a high value on professional society involvement, students enrolled in the Industrial and Systems Engineering major are expected to be active student members of the Institute Industrial Engineers (IIE).

Requirements for the ISyE Major

149 semester-units

The Mathematics, Science, and Engineering courses listed below also satisfy the General Education requirements in mathematics competency, natural sciences, and the upper-division writing course.

REQUIRED PROGRAM OF STUDY UPPER-DIVISION INDUSTRIAL AND SYSTEMS ENGINEERING				
<u>JUNIOR YEAR</u>	<u>JUNIOR YEAR</u>	<u>SENIOR YEAR 1</u>	<u>SENIOR YEAR 1</u>	<u>SENIOR YEAR 2</u>
SEMESTER I	SEMESTER II	SEMESTER I	SEMESTER II	SEMESTER I
ENGR 311 (3)	ISyE 335 (4)	ENGR 401W (3)	ISyE 410 (4)	ISyE 492 (2)
ISyE 310 (3)	ISyE 340 (3)	ISyE 430 (3)	ISyE 420 (4)	ISyE Program
ISyE 320 (4)	ISyE 350 (4)	ISyE 440 (4)	ISyE 470 (3)	Elective (3)
ISyE 330 (3)	GE Electives (6)	ISyE 450 (3)	ISyE 491 (3)	GE Electives (12)
GE Elective (3)		ISyE 460 (3)	Philosophy 342 (3)	
Total Units (Standard Pattern): 149				

Mathematics and Basic Science Requirements

30-33 units

Mathematics (18 units): Mathematics 150, 151, 250, 310 or 320

Physics (8-11 units): Physics 270, 271, 272 (or MENG 260)

Chemistry (4 units): Chemistry 151, 151L

Life Science Elective (3 units)

Engineering Core Requirements

28-31 units

These courses include units in engineering science and other subject requirements in support of engineering practice: ENGR 101, 102, 121, 311, 401W; ISyE 220, 330; ELEC 200 or 201; MENG 210, MENG 260 (or Physics 272).

Industrial and Systems Engineering Requirements

49 units

These courses include units in ISyE science and design. There are fourteen required ISyE courses: ISyE 310, 320, 335, 340, 350, 410, 420, 430, 440, 450, 460, 470, 491, and 492. Students also select one additional ISyE program elective (three units). This course may be any course related to the practice of ISyE and is approved by the student's advisor.

General Education (GE) Requirements

39 units

All ISyE majors must satisfy the Foundations Curriculum in General Education specified by the University. In addition to categories covered under the ISyE major requirements below, the ISyE program requires the following specific General Education courses: Philosophy 342 – Engineering Ethics and Communication Studies 103 – Public Speaking or Naval Sciences 201 – Leadership and Management.

It is possible to meet the EAC/ABET curriculum requirements and the USD GE requirements in fewer than the nominal 149 units. Up to 9 units of the USD GE requirements (written literacy, logic, and foreign language)

can be satisfied by demonstrating competency in the particular area. Each demonstrated competency will reduce the minimum number of units required for the degree by 3 units. Consult an ISyE advisor for evaluation of credits.

BACHELOR OF SCIENCE/BACHELOR OF ARTS DUAL DEGREE PROGRAM IN MECHANICAL ENGINEERING

The second largest engineering discipline, Mechanical Engineering (ME) is a broad field of study primarily concerned with the conversion and transmission of energy. It includes study in these four areas:

- *Thermal Sciences*, including the study of the efficient conversion of energy that allows the development of commercial power plants, environmentally friendly lawn mower engines, and cryogenic medical devices used to treat cancer.
- *Mechanisms* such as gears, springs, and bearings used in the design of machines and devices to move objects and perform work.
- *Materials* including the physical properties of metals and plastics and the ways those materials can be transformed into useful devices.
- *System Design* which considers how individual components can be put together to satisfy the need for electro-mechanical products ranging from a door handle, to a chain saw, to the space shuttle.

The USD Mechanical Engineering curriculum is broad-based and design-oriented. The first two years of study are substantially the same as for the Electrical Engineering and Industrial and Systems Engineering Programs. The Mechanical Engineering Program includes 150 units and has a standard course pattern with nine semesters. While the curriculum is designed to be completed in nine semesters, students may be able to complete the program in four years with a combination of prior preparation, AP credit, and summer study. An extensive laboratory component supports and complements theory and practice.

**R E Q U I R E D P R O G R A M O F S T U D Y
U P P E R - D I V I S I O N M E C H A N I C A L E N G I N E E R I N G**

JUNIOR YEAR	JUNIOR YEAR	SENIOR YEAR 1	SENIOR YEAR 1	SENIOR YEAR 2
SEMESTER I	SEMESTER II	SEMESTER I	SEMESTER II	SEMESTER I
ENGR 311 (3)	MENG 360 (3)	ENGR 401W (3)	ELEC 460 (4)	MENG 492 (3)
ISyE 330* (3)	MENG 370 (3)	MENG 400 (3)	ISyE 350 (4)	MENG Elective (3)
MENG 300 (3)	MENG 375 (3)	MENG 420 (2)	MENG 460 (3)	GE Electives (9)
MENG 320 (2)	MENG 380 (3)	MENG 430 (3)	MENG 470 (2)	
Philosophy 342 (3)	MENG 385 (3)	MENG 435 (3)	MENG 490 (2)	
GE Elective (3)	GE Elective (3)	GE Elective (3)	GE Elective (3)	
Total Units (Standard Pattern): 150				
*Mechanical Engineering students may substitute Mathematics 315 for ISyE 330.				

The Mechanical Engineering Program prepares program graduates to work for small or large companies in most industries throughout Southern California, the United States, and internationally. It also prepares graduates for a career in government, to enter graduate school in an area related to Mechanical Engineering, as well as to pursue a professional degree, for example in business or law. Student will be qualified to take the Fundamentals of Engineering exam as the first step towards professional registration.

Students majoring in Mechanical Engineering are expected to advance the integrity, honor, and dignity of their chosen profession. As part of these professional obligations, all ME majors are required to maintain student membership in the American Society of Mechanical Engineers (ASME).

Educational Objectives

The Mechanical Engineering Program seeks to develop graduates who:

- are able to apply their mechanical engineering and broad academic backgrounds in their professional and personal endeavors.
- can adapt to evolving job responsibilities.
- effectively communicate technical and non-technical ideas orally and in writing.
- can contribute effectively on a team and provide leadership in their professional careers.

Professional Accreditation

The Mechanical Engineering Program is committed to pursuing achieving and maintaining accreditation by the Engineering Accreditation Commission (EAC) of the Accreditation Board of Engineering and Technology on a schedule that will cover all of the program graduates.

Mechanical Engineering Advisory Board

A Mechanical Engineering Advisory Board will be organized in the 2004-2005 academic year. The Board will represent the interests of industry, government, and alumni; contribute to the future development of the Mechanical Engineering Program; and provide mentorship and internship opportunities to our students.

Requirements for the Mechanical Engineering Major 150 semester-units

The Mathematics, Science, and Engineering courses listed below also satisfy the General Education requirements in mathematics competency, natural sciences, and the upper-division writing course.

Mathematics and Basic Science Requirements

33 units

Mathematics (18 units): Mathematics 150, 151, 250, 310, and ISyE 330 (or Mathematics 315)

Physics (8 units): Physics 270 and 271

Chemistry (4 units): Chemistry 151, 151L

Life Science Elective (3 units)

Engineering Core Requirements

25-28 units

These courses include units in engineering science, computer programming, engineering design, and other subject requirements in support of engineering practice: ENGR 101, 102, 121, 311, 401W; ISyE 220 (or Economics 101); MENG 210, 260; ELEC 200 or 201.

Mechanical Engineering Requirements

50 units

These courses include units in mechanical engineering science, laboratory, and design. There are seventeen required courses: MENG 300, 320, 360, 370, 375, 380, 385, 400, 420, 430, 435, 460, 470, 490, 492; ELEC 460; and ISyE 350 and one MENG elective course. A list of approved mechanical engineering electives is available from the Director of the Engineering Programs.

General Education (GE) Requirements

39-42 units

All Mechanical Engineering majors must satisfy the Foundations Curriculum in General Education specified by the University. In addition to categories covered under the major requirements above, the Mechanical Engineering Program requires the following specific courses: Philosophy 342 – Engineering Ethics; Communication Studies 103 – Public Speaking or Naval Science 201 – Leadership and Management; and Economics 101 – Principles of Microeconomics or ISyE 220 – Engineering Ethics.

It is possible to meet the EAC/ABET curriculum requirements and the USD GE requirements in fewer than the nominal 150 units. Up to 9 units of the USD GE requirements (written literacy, logic, and foreign language) can be satisfied by demonstrating competency in the particular area. Each demonstrated competency will reduce the minimum number of units required for the degree by 3 units. Consult a mechanical engineering advisor for evaluation of credits.

COURSE DESCRIPTIONS

Note: Most engineering, and many mathematics and science courses, required by the Engineering Program are offered only in the fall or spring semester, but not both. Consult individual course sections for semester offering pattern, or see an engineering advisor.

GENERAL ENGINEERING COURSES (ENGR)

101 [005] Introduction to Engineering (3)

[Required Preceptorial, Freshman Fall Semester]

Introduction to the field of engineering. Exploration of problem solving in lecture and laboratory projects in different engineering disciplines. Introduction to engineering software tools. Intended for majors in Engineering or those exploring careers in engineering. Four hours lecture-recitation-laboratory weekly. Prerequisites: Concurrent enrollment in Mathematics 115 or 150 required. (Every fall)

102 [020] Introduction to Engineering Design Practice (3)

Planning, development, implementation, and documentation of a team design project including project proposals, design status reports, and final project reports. Topics in engineering graphics. Four hours lecture-recitation-laboratory weekly. Prerequisites: ENGR 101. Concurrent enrollment in Physics 270; Mathematics 150. Concurrent enrollment in Mathematics 151 recommended. (Every spring)

121 [017] Engineering Programming (3)

Fundamentals of computer usage and programming in a structured, high-level language as commonly used in engineering systems development and applications; modular programming principles; use of the operating system and language constructs for program input/output; object-oriented programming. Three hours lecture weekly. Prerequisites: Mathematics 150.

294 [094] Special Topics in Engineering (1-4)

Special topics in various areas of engineering science theory and practice, including laboratory. May be used to correct certain deficiencies in transfer work or for special projects. Prerequisite: Sophomore standing in Engineering and permission of the instructor. May be repeated for credit for up to four credits total toward degree requirements.

298 [098] Internship/Co-op Experience (1-3)

Directed lower-division internship or co-operative experience in an engineering or related activity. Usually involves a three-month summer work assignment with industrial firms or government agencies. Written report required. Credit not applicable to minimum Engineering

Program graduation requirements. May be repeated for credit. Prerequisites: Permission of the Engineering Director; MENG 210 and ELEC 200 or 201 recommended. (Every summer)

311 [114] Engineering Materials Science (3)

Basic concepts of material structure and its relation to properties; atomic structure; mechanical, electrical, and magnetic properties; engineering applications; introduction to semiconductor physics. Three hours lecture weekly. Prerequisites: Chemistry 151 and 151L or equivalent; Physics 271; Mathematics 151. Physics 272 completed or concurrent recommended. (Every fall)

401W [190W] Engineering Communications (3)

Planning and preparing engineering publications and oral presentations based on directed library research to current engineering topics and practice. Written and oral reports in an engineering/management context. Three hours lecture-recitation weekly. Prerequisites: Junior standing in an Engineering major. Completion of Communication Studies 103 or Naval Science 201 recommended.

ELECTRICAL/ELECTRONICS ENGINEERING COURSES (ELEC)

102 [ENGR 002] Introduction to Electro-Technology (3)

Introduction to the underlying scientific principles of electrical and electronic technologies encountered in our daily lives. This course answers how and why for the student with minimal background in physical science. Foundations of both historic and emerging technologies, and how they affect our environment and society are presented. This course fulfills a non-laboratory General Education Physical Science requirement for non-majors. Three hours lecture-recitation-demonstration per week.

200 [ENGR 065] Electrical Engineering Principles and Applications (4)

Introduction to the basic concepts related to circuits and circuit elements, power and semiconductor devices. Selected topics that illustrate the variety of applications of electrical engineering. Three hours lecture and one laboratory weekly. Prerequisites: Mathematics 151, Physics 271; concurrent enrollment in Mathematics 310. Not open to Electrical Engineering majors. (Every spring)

201 [ENGR 060] Electrical Circuits (4)

Electrical element physical behavior and component models; network laws and analysis techniques; time and frequency domain techniques for the analysis of linear networks; computer-aided analysis using SPICE or approved equivalent; introduction to AC power; laboratory circuit

design, testing, and verification. Three hours lecture and one laboratory weekly. Prerequisites: Mathematics 151, Physics 271; concurrent enrollment in Mathematics 310. (Every spring)

301 [EEE 130] Electronics I (4)

Analysis and design of analog and digital electronic devices, circuits and systems including single and multiple transistor amplifiers, logic gates and other digital logic building block elements; low frequency models of bipolar junction transistors and field effect transistors; design features and characteristics of integrated circuit operational amplifiers; computer-aided analysis and design using SPICE; laboratory design, testing, and verification. Three hours lecture and one laboratory weekly. Prerequisite: ELEC 200 or equivalent. (Every fall)

302 [EEE 132] Electronics II (4)

Electronic circuit design, including integrated circuit realizations; computer-aided design using SPICE; power amplifiers and output stages; design of feedback amplifiers and active filters; frequency response including high frequency models of electronic devices; special devices and applications; laboratory design, testing, and verification. Three hours lecture and one laboratory weekly. Prerequisites: ELEC 301, concurrent enrollment in ELEC 350 (Every spring)

310 [EEE 110] Introduction to Microcomputers (4)

Introduction to a basic microprocessor and its applications, microcomputer systems organization, memory and I/O device interfacing, assembly language programming of a basic microprocessor, use of assemblers and other development tools. Three hours lecture and one laboratory weekly. Prerequisites: ENGR 121, ELEC 201 or equivalent and consent of instructor. (Every fall)

320 [EEE 120] Principles of Electrical Power (3)

Fundamentals of electrical power circuits and devices, electromechanical energy conversion, theory and analysis of magnetic circuits and transformers, theory and analysis of DC and AC electric machines including steady-state and dynamic characteristics, computer-aided analysis and simulation. Three hours lecture weekly. Prerequisites: ELEC 201 or equivalent, Mathematics 310. (Every fall)

340 [EEE 140] Systems Logic Design (4)

Analysis and design of combinational and sequential digital circuits; digital circuit design using MSI, LSI, and VLSI; digital systems design using programmable logic devices; design and simulation using a hardware description language; asynchronous sequential logic; digital electronics. Three hours lecture and one laboratory weekly. Prerequisites: ELEC 301, 310. (Every spring)

350 [EEE 150] Signals and Systems (3)

Mathematical modeling of physical systems; methods of analysis for linear, time-invariant systems; time and frequency domain analysis; Fourier series; Laplace and Fourier Transform methods of analysis; state variable representation; sampling theorem; simulation diagrams; introduction to discrete-time approximations and analysis; computer-aided analysis and simulation using MATLAB or equivalent. Three hours lecture weekly. Prerequisites: ENGR 121 or equivalent; ELEC 201 or equivalent; Mathematics 310. (Every spring)

410 [EEE 142] Microcomputer-Based Systems Design (4)

Use of microcomputer as an engineering system component in design; systems characteristics and programming of microprocessors, microcontrollers, and related architectures; data acquisition, control, timing, I/O, and interfacing; use of computer-aided tools for design and evaluation of microcomputer-based systems; design projects. Three hours lecture and one laboratory weekly. Prerequisite: ELEC 340.

412 Radio Frequency and Microwave Engineering (4)

An introduction to the design and analysis of active and passive radio frequency and microwave circuits. Topics include radio frequency and microwave circuit analysis, measurement methods, transmission line structures, matching networks, oscillators, and mixers. Computer-aided analysis and design. Three hours of lecture and one laboratory weekly. Prerequisites: Mathematics 311, ELEC 302, ELEC 430. Corequisite: ELEC 470.

430 [EEE 171] Applied Electromagnetics (4)

Principles of electromagnetic fields, propagation, and transmission; Maxwell's equations and classical solutions using boundary conditions; microwave transmission line principles and applications; waveguides; fiber optics; introduction to antennas. Computer-aided analysis and design. Three hours lecture and one laboratory weekly. Prerequisite: Mathematics 311; PHYS 271; ELEC 301, 350. (Every fall)

450 [EEE 161] Digital Signal Processing and Applications (4)

Analysis and design of sampled-data and discrete-time systems; z-transform and state-space techniques; introduction to hardware implementation; principles of digital signal processing and control including noise considerations; computer-aided analysis and design. Three hours lecture and one laboratory weekly. Prerequisites: ELEC 350; Mathematics 315 or equivalent completed or concurrent.

460 [EEE 160] Control Systems Engineering (4)

Analysis and design of linear feedback systems; control components; time, frequency, and transform domain representations and design techniques; systems specifications, performance indices, evaluation, and testing; controller and compensator design; complex frequency and state-variable techniques; computer-aided design and simulation; introduction to discrete event, sampled-data, discrete-time, and non-linear systems analysis and design. Computer-aided design and simulation. Three hours lecture and one laboratory weekly. Prerequisites: ELEC 320, 350; Mathematics 311 or, for ME majors: ELEC 350 or MENG 375, 420. (Every spring)

470 [EEE 170] Communication Principles and Circuits (4)

Signal analysis, analog and digital modulation and detection techniques, modern communication circuits and devices. Application of probability theory and random processes to communication systems. Three hours lecture and one laboratory weekly. Prerequisites: ELEC 302, 350; Mathematics 311, 315, or equivalent completed or concurrent. (Every fall)

472 Wireless and Digital Communications (4)

Digital and wireless communication systems and modulation techniques. Schemes for multiplexing and multiple access in wireless networks. Propagation and channel coding issues. Practical issues in the design and development of cellular, satellite-based, and other wireless communication systems. Three hours of lecture and one laboratory weekly. Prerequisite: ELEC 470.

480 Optoelectronic Materials and Devices (4)

Introduction to the operation and design of optoelectronic materials and devices including compound semiconductors, fabrication, crystal growth, and devices such as lasers, LEDs, and detectors. Three hours of lecture and three hours of laboratory weekly. Prerequisites: ENGR 311, ELEC 301 completed or concurrent.

491 [EEE 191] Electrical Engineering Design and Practice I (3)

Proposal and design phase of a capstone project culminating in a documented and approved project to be implemented in Electrical Engineering Design and Practice II (ELEC 492). Computer-aided design techniques to study design alternatives and support the final design selection: evaluation of ethical, economic, societal, organization, and safety considerations in the design process; periodic oral and written reports. Two hours lecture-recitation and one laboratory weekly. Prerequisites: ENGR 401W, ELEC 302, ELEC 340. (Every spring)

492 [EEE 192] Electrical Engineering Design and Practice II (3)

Principles of engineering design of electrical and electronic circuits and systems; technical and non-technical considerations; planning, implementation, evaluation, and documentation of an engineering design project; written and oral proposal, design reviews, and final project report; application and computer-aided analysis and design. Two hours lecture-recitation, and one laboratory weekly, or approved equivalent via a sponsored internship project. Prerequisites: ELEC 491. (Every fall)

494 [EEE 194] Special Topics in Electrical Engineering (1-4)

Special topics seminar in areas of special interest to current engineering practice in electrical/electronics/computer engineering. May be repeated for credit. Prerequisites: Upper-division standing and consent of instructor.

498 [EEE 198] Internship/Co-op Experience (1-3)

Directed upper-division level internship/ co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit. Prerequisites: Second semester junior standing in the EE major or consent of instructor. (Every summer)

499 [EEE 199] Independent Study (1-3)

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. Prerequisite: Second semester junior standing in the EE major or approval of instructor. (Every semester)

INDUSTRIAL AND SYSTEMS ENGINEERING COURSES (ISYE)**220 [ENGR 050] Engineering Economics (3)**

Principles of financial analysis appropriate for evaluating the economic impact of engineering projects. Three hours lecture weekly. Prerequisite: Sophomore standing in engineering. (Every spring)

310 [ISE 112] Work Analysis and Design (4)

Introduction to the fundamental methods for analyzing and designing procedures to perform operations in the workplace. Includes time and motion study, methods improvement, and workplace design. Ergonomic and safety issues associated with efficient design are presented. Three hours lecture and one laboratory weekly. Prerequisite: ENGR 101, Mathematics 151; Junior standing in engineering. (Every fall)

320 [ISE 120] Introduction to Systems Engineering (3)

Introduction to the theory and methods used to design and analyze systems. Principles of the system life-cycle including problem identification, description, modeling, solution, and implementation. Three hours lecture weekly. Prerequisite: ENGR 101, Mathematics 151, Junior standing in engineering. (Every fall)

330 [ENGR 116] Engineering Probability and Statistics (3)

Introduction to applied statistical analysis. Topics will include probability, sample statistics, distributions, hypothesis testing, and linear regression. Three hours lecture weekly. Prerequisite: Mathematics 250 completed or concurrent. (Every fall)

335 [ISE 145] Statistical Process Control (4)

Application of statistics to increasing quality and productivity. Deming's philosophy of quality, process control charts, Continuous Quality Improvement tools, and Total Quality Management. Three hours lecture and one laboratory weekly. Prerequisite: ISyE 330. (Every spring)

340 [ISE 151] Operations Research I (3)

Methods for developing and analyzing deterministic mathematical models. Topics include linear programming, networks, integer programming, and non-linear programming. Three hours lecture weekly. Prerequisites: Mathematics 250, Mathematics 310 or 320. (Every spring)

350 [ISE 161] Manufacturing Processes (4)

Description, classification, and analysis of manufacturing processes used in the transformation of metal, polymers, and ceramics into consumer or capital goods. Topics include: analysis of variables that affect process operations, performance, quality and cost, and the design of process plans. Three hours lecture and one laboratory weekly. Prerequisites: MENG 210, ENGR 311. (Every spring)

410 [ISE 122] Human Factors (4)

An introduction to the field of human factors engineering. Principles of workplace and environmental design to conform to the physical and mental abilities and limitations of people are presented. Three hours lecture and one laboratory weekly. Prerequisites: ISyE 310, 320. (Every spring)

420 [ISE 155] Simulation of Production and Service Systems (4)

Modeling and analysis of systems using computer-based discrete event simulation. Principles of modeling, validation, and output analysis are developed using high-level simulation languages. Three hours lecture and one laboratory weekly. Prerequisite: Engineering 121 or equivalent, credit or concurrent registration in ISyE 440. (Every spring)

430 [ISE 146] Design and Analysis of Engineering Experiments (3)

Systematic application of statistical techniques to the design and analysis of engineering experiments. Application of experimental design to the improvement of products, processes, and services. Topics will include analysis of variance, single factor experiments, factorial and fractional factorial experimental designs, robust design, and response surface methods. Three hours lecture weekly. Prerequisite: ISyE 330, ISyE 335, or consent of instructor. (Every fall)

440 [ISE 152] Operations Research II (3)

Methods for developing and analyzing stochastic mathematical models. Topics include Poisson processes, Markov processes, queuing, and decision analysis. Three hours lecture weekly. Prerequisites: ISyE 330, 340. (Every fall)

450 [ISE 162] Manufacturing Systems (4)

Application of computer technology to manufacturing operations. Description of current technology and the study of methods and decision variables used in the design of manufacturing systems. Topics include: CAD/CAM, numerical control, robotics, sensors, computer vision, group technology, flexible manufacturing systems, and computer integrated manufacturing. Three hours lecture and one laboratory weekly. Prerequisite: ENGR 121; ELEC 201; ISyE 350. (Every fall)

460 [ISE 165] Production Planning and Control (3)

Introduction to production planning and control techniques and their application to designing integrated production systems. Emphasis on the development and use of mathematical models and algorithms used to analyze and improve the use of material, labor, and information in production environments. Three hours lecture weekly. Prerequisites: ISyE 220, 340. (Every fall)

470 [ISE 166] Facilities Planning (3)

Analysis and design of production and service facilities. Analytical and computer-based techniques to assist with strategic planning, process design, material handling and flow, layout, and facility location. Three hours lecture weekly. Prerequisite: ISyE 440, 460 credit or concurrent registration in ISyE 450, 460, credit or concurrent registration in ISyE 420 recommended. (Every spring)

490 [ISE 192] Industrial Engineering Design (4)

Capstone senior design project. Application of principles of Industrial Engineering from throughout the curriculum to a design project. Written and oral reports, design reviews, final project report, and presentation. Three hours lecture and one laboratory weekly. Prerequisites: ENGR 401W; Credit or concurrent registration in ISyE 335, 350, 410, 420, 470.

491 ISyE Professional Practice (2)

Development of non-technical skills and knowledge needed to successfully manage projects in ISyE. Topics include project management, teamwork, the role of ISyE in an organization, career planning. Two hours of lecture weekly. Prerequisites: Senior standing in ISyE, credit or concurrent registration in ENGR 401W, Philosophy 342. (Every spring)

492 ISyE Design Project (2)

Capstone senior design project. Application of principles of Industrial Engineering from throughout the curriculum to a design project. Written and oral reports, design reviews, final project report and presentation. Two laboratories weekly. Prerequisites: ENGR 401W, Credit or concurrent registration in ISyE 410, 420, 430, 450, 470, 491. (Every summer and fall)

494 [ISE 194] Special Topics in Industrial and Systems Engineering (1-4)

Special topics seminar in areas of special interest to current engineering practice in Industrial and Systems Engineering. May be repeated for credit. Prerequisites: Upper-division standing and consent of instructor.

498 [ISE 198] Internship/Co-op Experience (1-3)

Directed upper-division level internship/co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit. Prerequisites: Second-semester junior standing in the ISyE major or consent of instructor.

499 [ISE 199] Independent Study (1-3)

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. Prerequisite: Second-semester junior standing in the ISyE major or approval of instructor.

MECHANICAL ENGINEERING COURSES (MENG)**210 [ENGR 026] Engineering Mechanics (3)**

Statics and dynamics of rigid bodies and systems of particles using vector methods in two and three dimensions; equations of equilibrium, friction; application of Newton's laws; energy and momentum methods. Three hours lecture weekly. Prerequisites: Physics 270; Mathematics 150. Mathematics 151 completed or concurrent recommended. (Every fall)

260 [ENGR 028] Introduction to Thermal Sciences (3)

Introduction to basic engineering thermodynamics, heat transfer, and fluid dynamics. Applications to engineering systems. Three hours lecture weekly. Prerequisites: Mathematics 250, MENG 210. (Every spring)

300 [ME 120] Applied Thermodynamics (3)

Further developments of concepts from classical thermodynamics. Application of laws of thermodynamics to gas, and vapor power cycles, mixtures of gases and vapors, and refrigeration cycles. Moist air analysis, and chemically reacting systems. Three hours lecture weekly. Prerequisites: MENG 260. (Every fall)

320 [ME 105] Computational Methods in Mechanical Engineering I (2)

Mechanical Design and Analysis using state-of-the-art CAD, kinematics, and FEA computer tools. Two three-hour laboratory weekly. Prerequisites: ENGR 101, 102, and concurrent registration in ENGR 311. (Every fall)

360 [ME 110] Intermediate Fluid Mechanics (3)

Basic law of fluid mechanics with applications to engineering problems, including Dimensional analysis and similitude, Boundary Layer analysis in internal and external Flows, Compressible flow, and Turbomachinery. Three hours lecture weekly. Prerequisites: MENG 260, 300 and Mathematics 310. (Every spring)

370 [ME 100] Strength of Materials (3)

Analytical methods for determining stress and strain, torsion, bending of beams, shearing stress in beams, combined stresses, principal stresses, deflection in beams. Three hours lecture weekly. Prerequisites: MENG 210; ENGR 311; Mathematics 310. (Every spring)

375 System Dynamics (3)

Analysis and design of dynamic systems in various engineering domains, including mechanical and electrical system modeling. Time-domain and frequency domain analysis. Three hours lecture weekly. Prerequisites: MENG 210 and concurrent enrollment in MENG 370. (Every spring)

380 [ME 130] Mechanical Design I (3)

Kinematics and dynamic analysis of machine members and design applications to linkages, cams, and gears. Machine balancing and mechanical systems subject to various constraints. Three hours lecture weekly. Prerequisites: ENGR 121 and concurrent enrollment in MENG 370. (Every spring)

385 [ME 135] Mechanical Engineering System Laboratory I (2)

Engineering experimentation. Instrumentation Theory, data analysis, and design of experiment. Experiments selected from engineering mechanics areas and digital programmable logic control (PLC). Two three-hour laboratory weekly. Prerequisites: ELEC 200 or 201; ISyE 330 or Mathematics 315; concurrent enrollment in MENG 360, 370. (Every spring)

400 [ME 140] Heat Transfer (3)

Heat transfer by conduction, convection, radiation, and combinations thereof. Introduction to heat exchanger analysis and design, along with other applications. Three hours lecture weekly. Prerequisites: MENG 360. (Every fall)

420 [ME 155] Computational Methods in Mechanical Engineering II (2)

Modeling, simulation, analysis, and design of mechanical engineering systems including dynamics, vibration, electromechanical, heat transfer, thermodynamic, fluid mechanic, and control. Introduction to virtual instrumentation using software such as Labview. Two three-hour computer laboratory weekly. Prerequisites: ENGR 121; ELEC 200 or 201; MENG 210, 300, 360, 375. Concurrent enrollment in MENG 400. (Every fall)

430 [ME 150] Mechanical Design II (3)

Introduction to design of machine components and machines, including shafts, bearings, gears, springs, and connectors. Design mechanical components under steady and fatigue loads. These are integrated into mini-design projects required of all students. Three hours lecture weekly. Prerequisites: MENG 320 and 380. (Every fall)

435 [ME 145] Mechanical Engineering System Laboratory II (2)

Advanced experimental design, data acquisition theory, and data analysis. Experiments selected from sub-disciplines of mechanical engineering. Focus includes thermodynamics, heat transfer, and vibration measurement analysis. Two three-hour laboratory weekly. Prerequisites: MENG 360, 385. Concurrent enrollment in MENG 400. (Every fall)

460 [ME 170] Mechanical Vibrations (3)

Analysis of mechanical vibration, single and multi-degree of freedom systems, free and forced vibrations, vibration isolation, vibration damping. Theory of vibration measuring instruments. Three hours lecture weekly. Prerequisites: MENG 375 and 420. (Every spring)

470 [ME 160] Computational Methods in Mechanical Engineering III (2)

Generation and Assembly of Finite Element matrices in one and two-dimensional problems. Modeling and prac-

tical applications in solid mechanics, fluid flow, and heat transfer. Two three-hours laboratory weekly. Prerequisites: MENG 360, 370, 400, and 420. (Every spring)

490 Senior Design Project Preparation (2)

This course prepares students to approach an engineering design project in a small team. Topics include project selection, research methods on the chosen project, a review of the design process, including concept generation, concept selection, construction, testing, and evaluation, as well as written and oral presentation skills. Two three-hour laboratory weekly. Prerequisites: ENGR 401W; MENG 375, 400, 430, 435. Concurrent enrollment in MENG 470; ELEC 460 (Every fall)

492 [ME 192] Senior Design Project (3)

Engineering Design Project in a simulated industrial environment. Student Design Team works in collaboration with an engineering faculty and an engineering professional from industry on a mechanical engineering project that is of contemporary interest to that specific industry. This involves designing, construction, testing, and evaluation of that engineering system. This project is judged completed upon presentation of final written and oral reports. In addition, consideration of issues related to ethics, economics, safety, and professional practice will be covered. One-hour lecture-recitation and two three-hour laboratory weekly. Prerequisites: MENG 490 (Every fall)

494 [ME 194] Special Topics in Mechanical Engineering (1-4)

Special Topics seminar in areas of special interest to current engineering practice in Mechanical Engineering. May be repeated for credit. Prerequisites: Upper-division standing and consent of instructor.

498 [ME 198] Internship/Co-op Experience (1-3)

Directed upper-division level internship/co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit. Prerequisites: Second-semester junior standing in ME major or approval of instructor.

499 [ME 199] Independent Study (1-3)

Individual project in creative design and synthesis under the general supervision of participating professor. Project proposal must be submitted and approved prior to enrollment. Prerequisite: Second-semester junior standing in the ME major or approval of instructor.

P A R A L E G A L S T U D I E S C E R T I F I C A T E P R O G R A M

Susan M. Sullivan, M.A., Director

The Paralegal Studies Program is offered for students who are interested in law-related careers. The program can provide useful insights for students interested in law school, as well as give a basis for future decisions about their legal career.

Paralegals are trained members of a legal team who work under the supervision of attorneys. They are involved in most phases of legal services, including interviewing of clients, legal research, and the drafting of documents. Graduates of the program are employed by law firms, banks, corporations, and government agencies.

Students who successfully complete the program receive a certificate upon their graduation from USD. Employment assistance is available to graduates. Pre-employment workshops aid the student in preparing for the job search. This program is approved by the American Bar Association.

Students must formally apply for admission to the program and be accepted before they register for any paralegal studies courses. To be considered for the program, students must have achieved second-semester junior standing at USD and a grade point average of at least 3.0. All courses must be taken for a letter grade.

Courses are taught by practicing attorneys, each of whom has experience in his or her respective field of law.

The undergraduate certificate program in Paralegal Studies includes 18 units of course work. All students in the program must complete Paralegal Studies 400, 405, and 498. English 304W or an upper-division English literature course is a prerequisite or may be taken concurrently with Paralegal Studies 400 and 405. In addition, each student selects one specialty course from Paralegal Studies 420 or 450. Students must also take a non-credit computer class. Contact the program office or view the Web site at www.sandiego.edu/paralegal for more information.

COURSES (PLST)

400 [100] Overview of the Legal System (2)

This course will familiarize students with the nature, meaning, and source of law; the organization of the legal system and the legal profession; law office procedures; professional ethics; and areas not covered in the specialty.

405 [105] Legal Research (2)

Students will develop the skills necessary to do legal research by studying the structure of state and federal courts, as well as learning how to use primary and secondary sources of law; judicial reports; case findings; and annotated law reports.

420 [120] Business and Environmental Law (9)

This course will provide students with an understanding of the laws, procedures, and skills that are the foundation of environmental practice. This segment will familiarize students with the major environmental laws affecting business, development, and the management of natural resources. Particular emphasis will be given to issues impacting real estate transactions or development. The course will look at strategies for complying with regulations, supporting environmental litigation, and working within a regulatory agency.

450 [150] General Litigation (9)

This specialty will include theory and practical skills in the areas of civil and criminal litigation, family law, and contracts. Civil and criminal litigation will include both federal and state court rules and will emphasize procedures for processing cases through the court system. State court practice will be based on California law, but with sufficient understanding to be adapted to other states.

498 [197] Internship (2)

Students are placed in law offices, legal clinics, government agencies, and corporations to gain legal experience by working in the business environment.

Business
Administration

R E C O M M E N D E D P R O G R A M O F S T U D Y			
JUNIOR YEAR		SENIOR YEAR	
SEMESTER I	SEMESTER II	SEMESTER I	SEMESTER II
English 304W or comparable writing course	Paralegal Studies 400 Paralegal Studies 405	Paralegal Studies 420 or 450	Paralegal Studies 498

School of Education



SCHOOL OF EDUCATION

The School of Education is a professional school whose purpose is to prepare professionals for leadership roles in teaching, counseling, and administration in school and non-school settings.

The School of Education offers credential and degree programs in various professional areas including elementary, secondary, bilingual, and special education. These programs are designed to meet the credential requirements of the State of California and to provide students a sequential curriculum that includes field experiences with class sizes that facilitate personal attention and instructor accessibility.

In addition, the School of Education offers undergraduates the opportunity to enroll in the Leadership Studies minor, the American Humanics Program, and several special courses designed to meet the needs and interest of all undergraduates.

At the graduate level, the School of Education offers a Master of Arts (M.A.), Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), and the Doctorate in Leadership Studies and Learning and Teaching (Ed.D.). Please refer to the current *Graduate Bulletin*.

The School of Education offers credential and placement services for its students. Please see the School of Education Credential Analyst for more information.

All School of Education graduate programs are applicable to the fifth year requirement for the Professional Clear Teaching Credential.

DATES AND DEADLINES

It is the student's responsibility to meet the deadlines published in this *Bulletin*.

ADMINISTRATION AND FACULTY

Paula A. Cordeiro, Ed.D.
Dean

Cheryl Getz, Ed.D.
Associate Dean

Janene White, M.Ed.
Assistant Dean

Paula Kelly, Ed.D.
Director of Development

Lonnie L. Rowell, Ph.D.
Director, Counseling Program

Steven Gelb, Ph.D.
Director, Learning and Teaching Program

Todd Edwards, Ph.D.
Director, Marital and Family Therapy Program (MFT)

Edward DeRoche, Ph.D.
Director, Leadership Studies Program

Teresa VanHorn, M.Ed.
Director, American Humanics
Coordinator, Leadership Minor

Tedi Kostka, B.A.
Credential Analyst

Clara Eder, Ed.D.
Assessment and Grants Specialist

Kathy Estey
Learning and Teaching Program Specialist
Linda Siefert, Ed.D.
Field Placement Coordinator

John R. Mosby, M.A.
Director of Outreach and Recruitment

Christian Schuhmann, M.A.
Program Administrator, Leadership
Institute

Viviana Alexandrowicz, Ph.D.

Jerome J. Ammer, Ph.D.

Donna Barnes, Ph.D.

Kathryn Bishop-Smith, Ph.D.

Sandy Buczynski, Ph.D.

Kathleen Collins, Ph.D.

Maria Luiza Dantas, Ph.D.

Robert Donmoyer, Ph.D.

Anne Donnellan, Ph.D.

Ana Estrada, Ph.D.

Fred Galloway, Ed.D.

Kenneth Gonzalez, Ph.D.

C. Bobbi Hansen, Ed.D.

Robert Infantino, Ed.D.
 Noriyuki Inoue, Ph.D.
 Misook Ji, Ph.D.
 Ronn Johnson, Ph.D.
 Lori Low, Ph.D.
 Judy Mantle, Ph.D.
 Dan Miller, Ph.D.
 Theresa Monroe, R.S.C.J., Ed.D.

Jo Ellen Patterson, Ph.D.
 Athena Perrakis, Ph.D.
 Reyes Quezada, Ed.D.
 Jaime Romo, Ed.D.
 Mary Scherr, Ph.D.
 Kendra Sisserson, Ph.D.
 Lee Williams, Ph.D.
 Susan Zgliczynski, Ph.D.

*P*ROGRAMS

LEARNING AND TEACHING PROGRAM

In the State of California, classroom teachers are credentialed by the California Commission on Teacher Credentialing (CCTC) upon the recommendation of colleges and universities with approved teacher education programs. At the University of San Diego, it is possible for students to graduate in four years with a bachelor's degree and a teaching credential in several areas: the preliminary Multiple Subject Credential (with an option for BCLAD emphasis) for teaching in elementary education, the Level I Education Specialist Credential for teaching in Special Education in early childhood education or in grades K-12 (Mild/Moderate or Moderate/Severe), and the preliminary Single Subject Credential for teaching in secondary education.

In order to pursue an academic program leading to a degree and teaching credential, students must declare their major as soon as possible by filing the appropriate form. Students are required to make a formal application to the Teacher Credential Program in the second semester of their sophomore year or soon after declaring their major, should that occur in the junior year. To be admitted to the Teacher Credential Program, students must pass the California Basic Educational Skills Test (CBEST), complete an application, submit a recommendation, and be interviewed by a faculty member in the Learning and Teaching Program. A minimum 2.75 cumulative grade point average is required for admission to the Teacher Credential Program. A grade of B- or higher is required in all Professional Preparation courses.

The California Commission on Teacher Credentialing (CCTC) regularly revises program requirements to meet new standards. Please consult the School of Education for the most current program information.

CREDENTIAL PROGRAMS

Multiple Subject Credential with optional BCLAD emphasis

USD offers an approved subject matter program for Multiple Subject Credential candidates: The Liberal Studies major. This major is open only to students intending to pursue Preliminary Multiple Subjects, BCLAD (bilingual) or Education Specialist credentials. A description of the Liberal Studies major is contained in the Arts and Sciences section of this *Bulletin*.

Students will complete the Liberal Studies major and the following professional preparation course work:
 EDUC 381C – Multicultural and Philosophical Foundations of Education (3)
 EDUC 382 – Psychological Foundations of Education in a Diverse Society (3)
 EDUC 383P – Methods of Teaching Reading and Language Arts (3)
 EDUC 384C – Methods of Teaching English Language and Academic Development (3)
 EDUC 385P – Elementary Curriculum Methods (3)
 EDSP 389 – Healthy Environments and Inclusive Education (3)
 EDUC 490 – Student Teaching for the Multiple Subject Credential (12)

BCLAD (Bilingual Crosscultural Language and Academic Development) emphasis in the Multiple Subject Credential is for teachers with oral and written fluency in Spanish and English who are interested in teaching in bilingual classrooms. Students interested in BCLAD emphasis on their credential select the Liberal Studies major and complete some additional course requirements as noted in the Arts and Sciences section of this *Bulletin*.

To obtain the preliminary Multiple Subject Credential, students must complete the following steps:

- Declare the Liberal Studies Major.
- Pass the CBEST.

- Formally apply to the Teacher Credential Program and be admitted.
- Undergo a fingerprint check by the California State Department of Justice and the FBI.
- Pass the RICA (Reading Instruction Competencies Assessment) – to be taken upon completion of EDUC 383P.
- Formally apply and successfully complete a full-time semester of student teaching (EDUC 331). Admission to the Teacher Credential Program does not guarantee acceptance into student teaching. Refer to program materials for specific criteria.
- Complete all credential application papers and pay the proper fees.

The federal HR 1 No Child Left Behind Act (NCLB) requires that candidates for the Multiple Subject credential pass the CSET: Multiple Subject exams prior to student teaching.

Students are urged to meet regularly with their advisor and the School of Education's Credential Analyst to ensure appropriate course selection and progress toward their credential. Information on the credential application process and credential requirements can be obtained from the Credential Analyst.

Education Specialist Credential (Special Education)

Undergraduate students interested in becoming Special Education teachers have several options available to them. Three credential programs are offered: Mild/Moderate (grades K-12), Moderate/Severe (grades K-12), and Early Childhood Special Education (Birth-Pre-Kindergarten).

To obtain a Level I Education Specialist Credential, students major in Liberal Studies and complete the major requirements as detailed in the Arts and Sciences area of this *Bulletin*.

Mild/Moderate Education Specialist

Professional Education Courses

- EDUC 383P – Methods of Teaching Reading and Language Arts (3)
- EDUC 384C – Methods of Teaching English Language and Academic Development (3)
- EDUC 385P – Elementary Curriculum Methods (3)

Education Specialist Common Core Courses

- EDSP 370 – Fundamentals of Assessment in Special Education (3)
- EDSP 371 – Management of Behavior and Instruction in Special Education (2)
- EDSP 372 – Typical and Atypical Language Development (2)
- EDSP 379 – Cultural, Legal, and Ethical Aspects of Education (2)

Mild/Moderate Specialist Emphasis Courses

- EDSP 290P – Practicum Mild/Moderate (1-6)
- EDSP 370 – Fundamentals of Assessment in Special Education (3)
- EDSP 374 – Characteristics and Needs of Individuals with Mild to Moderate Exceptionality (3)
- EDSP 375 – Curriculum and Instruction for individuals with Mild to Moderate Exceptionality (3)

Moderate/Severe Education Specialist

Professional Education Courses

(same as Mild/Moderate courses noted above)

Education Specialist Common Core Courses

(same as Mild/Moderate courses noted above)

Moderate/Severe Specialist Emphasis Courses

- EDSP 292P – Practicum Moderate/Severe (1-6)
- EDSP 370 – Fundamentals of Assessment in Special Education (3)
- EDSP 376 – Typical, Atypical, and Medical Development (3)
- EDSP 378 – Curriculum and Instruction for Moderate/Severe Exceptionality (3)

Early Childhood Special Education Specialist

Education Specialist Common Core Courses

(same as Mild/Moderate courses noted above)

Early Childhood Special Education Specialist Emphasis Courses

- EDSP 291P – Practicum Early Childhood (1-6)
- EDSP 370 – Fundamentals of Assessment in Special Education (3)
- EDSP 374 – Characteristics and Needs of Individuals with Mild to Moderate Exceptionality (3)
- EDSP 376 – Typical, Atypical, and Medical Development (3)
- EDSP 377 – Early Intervention Curriculum and Methods (3)
- EDSP 378 – Curriculum and Instruction for Moderate/Severe Exceptionality (3)

Important Note: It is possible to obtain more than one Education Specialist credential and/or the preliminary Multiple Subject Credential in conjunction with any of the Education Specialist programs described above. Additional course work is required, and if the preliminary Multiple Subject Credential is sought, a semester of full-time student teaching in a regular education classroom is also required. Detailed information is available from the School of Education.

To obtain a Level I Education Specialist Credential, students must complete the following steps:

- Declare the Liberal Studies major.
- Pass the CBEST.
- Formally apply to the Teacher Credential Program and be admitted.
- Undergo a fingerprint check by the California State Department of Justice and the FBI.
- Pass the RICA (Reading Instruction Competencies Assessment) – to be taken upon completion of EDUC 383P (for Mild/Moderate and Moderate/Severe specializations only).
- Formally apply and successfully complete a full-time semester of student teaching (EDSP 290P, 291P, or 292P). Admission to the Teacher Credential Program does not guarantee acceptance into student teaching. Refer to program materials for specific criteria.
- Complete all credential application papers and pay the proper fees.
- A grade of B- or higher is required in all professional preparation courses.

Students are urged to meet regularly with their advisor and the School of Education's Credential Analyst to ensure appropriate courses selection and progress toward their credential. Information on the Credential application process and Credential requirements can be obtained from the Credential Analyst.

Single Subject Credential

USD offers five approved subject matter programs for the Single Subject Credential: English, Biological Sciences, Mathematics, Social Science, and Spanish. Students in these areas may complete the approved programs, the professional preparation course work (listed below), and waive the subject matter competence examinations (the SSAT/Single Subject Assessments for Teaching and PRAXIS II) to qualify for a bachelor's degree and a Single Subject Credential. Students in other majors (e.g. French, Physics, Chemistry, Music, and Art) may also obtain a bachelor's degree and a Single Subject Credential by completing degree requirements, the professional preparation course work (listed below), and passing subject matter competence examinations prior to students teaching. The professional preparation course work for the Single Subject Credential is as follows:

EDUC 332P – Curriculum and Methods of Teaching in the Secondary Schools (3)

EDUC 334P – Methods of Teaching Reading in the Secondary Schools (3)

EDUC 381C – Multicultural and Philosophical Foundations of Education (3)

EDUC 382 – Psychological Foundations of Education in a Diverse Society (3)

EDUC 384C – Methods of Teaching English Language and Academic Development (3)

EDUC 491 – Student Teaching for the Single Subject Credential (12)

EDSP 389 – Healthy Environments and Inclusive Education (3)

Depending on the approved program requirements and the amount of advanced standing with which students enter USD, it may be necessary for students to take course work in Summer Sessions and/or Intersession and/or carry 18 units during several semesters of undergraduate study in order to complete requirements for the approved program and professional preparation in four years. Depending on a number of variables, students may choose to complete some or all of their professional preparation course work in a fifth year as graduate students. Specific course requirements for the approved programs may be obtained from the School of Education or the appropriate academic department.

To obtain the preliminary Single Subject Credential, students must complete the following steps:

- Declare an academic major and the Single Subject Credential candidacy.
- Pass the CBEST.
- Formally apply to the Teacher Credential Program and be admitted.
- Undergo a fingerprint check by the California State Department of Justice and the FBI.
- Take Political Science 125 or History 117 at USD or an equivalent course at another college or pass a U.S. Constitution examination.
- Complete an approved subject matter program or pass subject matter examinations.
- Formally apply to and successfully complete a full-time semester of student teaching (EDUC 491). Admission to the teacher credential program does not guarantee acceptance to student teaching. Refer to program materials for specific criteria.
- Complete all credential application papers and pay the proper fees.
- A grade of B- or higher is required in all professional preparation classes.

AMERICAN HUMANICS PROGRAM

American Humanics is a national certificate program that prepares students for careers in youth and human service management. The program works with 20 national nonprofit agencies to train students in leadership skills, enhancing their employment opportunities upon graduation. American Humanics offers on-the-job experience, networking opportunities, and job placement. Numerous activities provide community involvement, voluntary service, and attendance at an annual conference. Students may take this program separately or in conjunction with the Leadership minor. Students enrolled in the program must complete the following core in the School of Education:

American Humanics Certificate

11 units

EDLD 187P – Leadership Practical Experience (3) or
 EDLD 288 Leadership Internship I (3)
 EDLD 252 – Leadership in Youth and Human Services (3)
 EDLD 256S – Agency Seminar I (1)
 EDLD 356S – Agency Seminar II (1)
 EDLD 389 – Leadership Internship II (3)*
 American Humanics Management Institute

*Business majors may substitute BSCM 498 for EDLD 389.

American Humanics Certificate and Leadership Minor

20 units

EDLD 160 – Leadership in Organizations (3)*
 EDLD 187P – Leadership Practical Experience (3) or
 EDLD 288 Leadership Internship I (3)
 EDLD 250 – Leadership in Groups (3)*
 EDLD 252 – Leadership in Youth and Human Services (3)
 EDLD 256S – Agency Seminar I (1)
 EDLD 351 – Leadership Seminar (3)
 EDLD 356S – Agency Seminar II (1)
 EDLD 389 – Leadership Internship II (3)*
 American Humanics Management Institute

*Business majors may substitute MGMT 300 for EDLD 160, MGMT 301 for EDLD 250, and BSCM 498 for EDLD 389.

LEADERSHIP MINOR

This minor offers undergraduate students in any major the opportunity to learn about and develop leadership in their personal and professional lives. Studies include an understanding of how organizations function; how change occurs in people's lives, in the organizations to which they belong, and in society in general; and the nature and purpose of leadership in transforming people, organizations, and society. Leadership minor students learn how leaders use group dynamics and politics to achieve their purposes, and study the ethical dimensions of leadership. Students articulate their own philosophy of leadership that will guide them in their future careers and throughout life.

Practical experience is included to provide students the opportunity to develop their leadership abilities. Students may take this program separately or in conjunction with the American Humanics program

SPECIAL COURSES

Each semester the School of Education offers special courses for undergraduates interested in developing or improving personal and learning skills. Among the courses listed is EDLD 160 – Leadership in Organizations (3). Students may also enroll in service-learning classes offered by the School of Education and USD Office for Community Service-Learning. A student may apply no more than 12 units of special subjects towards graduation requirements.

Only 12 units of Special Courses and Recreation Courses combined are applicable toward graduation.

COURSES

EDUCATIONAL RECREATION COURSES (EDRC)

The University offers a variety of educational recreation courses to both men and women students. One-half to one unit of credit per semester is available to students for participating in recreation courses. *A total not to exceed four recreation units is applicable towards graduation requirements. Courses may be repeated for credit. No more than two recreation courses may be taken in a semester.*

Recreation courses cover the subject areas of Aquatics, Combatives, Dance, Fitness, Health/Safety, Leisure Time Activities, Mission Bay Aquatic Center Courses, Recreation Sports, and Sports Clubs. Specific classes are announced in the *Directory of Classes* each semester. Class descriptions can be found in the Campus recreation brochure each semester. May be repeated. (Every semester) See also *Intercollegiate Athletics*.

Aquatics

- 100 (Sec. 01) Scuba Beginning (.5)
- 100 (Sec. 02) Scuba Advanced (.5)
- 101 (Sec. 01) Swimming Conditioning Beginning/Intermediate (.5)
- 101 (Sec. 02) Swimming Conditioning Advanced (.5)
- 102 Water Polo Co-Ed (.5)
- 103 (Sec. 01) Lifeguarding (.5)
- 103 (Sec. 02) Water Safety Instructor (.5)
- 104 (Sec. 01) Swimming Beginning (.5)
- 104 (Sec. 02) Swimming Stroke Development (.5)
- 105 Adaptive Aquatics (.5)

Combatives

- 110 (Sec. 01) Karate Beginning (.5)
- 110 (Sec. 02) Karate Multi-Level (.5)
- 111 Women's Self Defense (.5)
- 112 (Sec. 01) Tai Kwon Do Beginning (.5)
- 112 (Sec. 02) Tai Kwon Do Multi-Level (.5)
- 113 Tai Chi Multi-Level (.5)
- 114 Aikido Multi-Level (.5)
- 115 Judo Multi-Level (.5)
- 116 Kung Fu (.5)
- 117 Japanese Samurai Martial Arts (.5)

Dance

- 120 (Sec. 01) Ballet Beginning (.5)
- 120 (Sec. 02) Ballet Intermediate/Advanced (.5)
- 121 Ballroom Dance (.5)
- 122 (Sec. 01) Tap Beginning/Intermediate (.5)
- 122 (Sec. 01) Tap Advanced (.5)
- 123 (Sec. 01) Jazz Beginning (.5)
- 124 (Sec. 02) Jazz Intermediate/Advanced (.5)
- 125 (Sec. 01) Dance Performance Workshop (1)
- 125 (Sec. 02) Musical Theater Dance (1)
- 126 Stretch Exercise for Dance (.5)
- 127 Salsa (.5)
- 128 Swing Dancing (.5)
- 129 Polynesian Dance (.5)

Fitness

- 130 (Sec. 01) Fitness Weight Training (.5)
- 130 (Sec. 02) Fitness Weight Training for Women (.5)
- 131 Fitness Ladies Body and Soul (.5)
- 132 Fitness Hip Hop (.5)
- 133 (Sec. 01) Fitness Cardio Kick Boxing Women (.5)
- 133 (Sec. 02) Fitness Boxing Conditioning (.5)
- 134 (Sec. 01) Fitness Aerobics (.5)
- 134 (Sec. 02) Fitness Step Aerobics (.5)
- 134 (Sec. 03) Fitness Abs and Toning Training (.5)
- 135 (Sec. 04) Fitness Poly Aerobics (.5)
- 136 (Sec. 01) Fitness Pilates (.5)
- 136 (Sec. 02) Fitness Stretch and Flexibility (.5)
- 137 Fitness Physical Conditioning (.5)
- 138 Fitness Triathlon Multi-Level (.5)
- 139 Fitness Aqua Aerobics (.5)
- 140 Cycling Multi-Level (.5)
- 141 Mountain Biking Multi-Level (.5)
- 142 Men's Crew (.5)

Health/Safety

- 145 Community Safety and CPR (.5)
- 146 Advanced First Aid (.5)
- 147 First Aid Responding to Emergencies (1)

Leisure Time Activities

- 150 Horsemanship English (.5)
- 151 Horsemanship Western (.5)
- 152 Horse Polo (.5)
- 153 Massage (.5)
- 154 Yoga Multi-Level (.5)
- 160 Beginning Rock Climbing (.5)
- 161 Backpacking (.5)
- 162 Kayaking (.5)
- 163 Fishing (.5)
- 164 Snow Skiing (.5)
- 165 Leave No Trace (.5)

Mission Bay Aquatic Center Courses

- 170 (Sec. 01) Sailing (.5)
- 170 (Sec. 02) Sailing Hobie Cat (.5)
- 170 (Sec. 03) Sailing Laser (.5)
- 170 (Sec. 04) Sailing Keel Boat (.5)
- 171 Surfing (.5)
- 172 Water Ski Multi-Level (.5)
- 173 Wakeboarding (.5)
- 174 Kayaking (Sea) (.5)
- 175 Wind Surfing (.5)

Recreation Sports

- 180 Archery (.5)
- 181 (Sec. 01) Badminton (.5)
- 181 (Sec. 02) Basketball Multi-Level (.5)
- 181 (Sec. 03) Volleyball Co-Ed (.5)
- 181 (Sec. 04) Soccer Multi-Level (.5)
- 182 (Sec. 01) Golf Co-Ed Beginning (.5)
- 182 (Sec. 02) Golf Co-Ed Intermediate/Advanced (.5)
- 182 (Sec. 03) Golf Co-Ed Multi-Level (.5)
- 183 (Sec. 01) Tennis Beginning (.5)
- 183 (Sec. 02) Tennis Intermediate (.5)
- 183 (Sec. 03) Tennis Advanced (.5)
- 184 Ice Skating (.5)
- 185 Racquetball Beginning (.5)
- 186 Bowling Co-Ed (.5)
- 187 Fencing Multi-Level (.5)
- 188 Baseball Theory (.5)
- 189 Sports Officiating (.5)
- 190 Club Men's Rugby Team (.5)
- 191 (Sec. 01) Club Men's LaCrosse Team (.5)
- 191 (Sec. 02) Club Women's LaCrosse Team (.5)
- 192 (Sec. 01) Club Men's Volleyball Team (.5)
- 192 (Sec. 02) Club Women's Volleyball Team (.5)
- 193 Club Water Ski Team (.5)
- 194 Surf Club Team (.5)
- 195 Club Water Polo (.5)
- 196 Club Equestrian (.5)
- 197 Dance Team (.5)
- 198 Cheerleaders (.5)

INTERCOLLEGIATE ATHLETICS (IATH)

Students who participate in intercollegiate athletics may earn one unit of credit per semester. A total not to exceed four IATH units is applicable towards graduation requirements.

100 [005] Baseball (1)

Participation in athletic competition. May be repeated.
(Spring)

101 [010] Basketball Men (1)

Participation in athletic competition. May be repeated.
(Fall or spring)

102 [010] Basketball Women (1)

Participation in athletic competition. May be repeated.
(Fall or spring)

103 [040] Crew Men (1)

Participation in athletic competition. May be repeated.
(Spring)

104 [040] Crew Women (1)

Participation in athletic competition. May be repeated.
(Spring)

105 [050] Cross Country Men (1)

Participation in athletic competition. May be repeated.
(Fall)

106 [050] Cross Country Women (1)

Participation in athletic competition. May be repeated.
(Fall)

107 [035] Football (1)

Participation in athletic competition. May be repeated.
(Fall)

108 [015] Golf (1)

Participation in athletic competition. May be repeated.
(Spring)

109 [055] Soccer Men (1)

Participation in athletic competition. May be repeated.
(Fall)

110 [055] Soccer Women (1)

Participation in athletic competition. May be repeated.
(Fall)

111 [045] Softball Women (1)

Participation in athletic competition. May be repeated.
(Spring)

112 [030] Swimming and Diving (1)

Participation in athletic competition. May be repeated.
(Fall or spring)

113 [020] Tennis Men (1)

Participation in athletic competition. May be repeated.
(Spring)

114 [020] Tennis Women (1)

Participation in athletic competition. May be repeated.
(Spring)

115 [025] Volleyball (1)

Participation in athletic competition. May be repeated.
(Fall)

EDUCATION COURSES (EDUC)**124 [024] Sport and Higher Education: The Student Athlete Experience (2)**

This course is designed to assist freshmen student-athletes in their quest to achieve a holistic education. Course content is based on the five commitment areas set forth by the NCAA Lifeskills Program. The NCAA Lifeskills Programs strives to promote as part of the student-athlete experience: personal development, career development, academic planning, athletic development, and community service learning. This course will foster development in these specific areas and, in turn, will promote integration of the student athlete into the University community.

314 [114] Instructional Technology: Design and Evaluation (3)

An advanced computer technology course requiring a working knowledge of computers in education. The emphasis is on design, delivery, and evaluation of software as an instructional enhancement for teaching and learning in a variety of instructional settings. Software, multimedia resources, and the Internet are explored to equip instructional leaders with the resources and evaluation techniques to enhance learning and teaching. This course meets the State requirements for the graduate-level Clear Teaching Credential technology requirement.

332P [132S] Curriculum and Methods of Teaching in the Secondary Schools (3)

A general curriculum and methods course emphasizing teaching techniques, writing of objectives, lesson planning, evaluation, classroom management, and subject matter applications. A 50-hour practicum is required in a secondary school. A portfolio addressing TPE's is required. Prerequisites: Prior or concurrent enrollment in EDUC 381C and EDUC 382, and formal admission to the credential program.

334P [134S] Methods of Teaching Reading in the Secondary Schools (3)

Techniques in the teaching of reading, including phonics, are studied and applied to secondary classrooms. A 50-hour practicum is required in a secondary school. Grade level and site are appropriate to the student's credential and must involve the teaching of reading and/or other language arts and communication skills. Prerequisites: Prior or concurrent enrollment in EDUC 381C and EDUC 382, and formal admission to the credential program.

342 [142] Psychological Foundations and Teaching Models in Bilingual Classrooms (3)

Designed to provide a framework and strategies to develop biliterate/bicultural programs. It examines the theory and practice of socio-cultural and psychological aspects of development involved in the education of children from Spanish-speaking backgrounds. Includes 12 hours of field experience in bilingual classrooms. Taught entirely in Spanish. Offered only in the fall semester.

360 [160] Physical Education in the Elementary Schools (3)

This course provides an education foundation for teaching health and physical education in elementary schools. It integrates the six broad goals of physical education (activity, fitness and wellness, movement, social interactions, self-realization, individual excellence) with health education principles and practices.

381C [181] Multicultural and Philosophical Foundations of Education (3)

Philosophical, sociological, and historical foundations of multicultural education will be examined. Issues related to the education of diverse learners will be explored. The research on multicultural and multiethnic education will be evaluated in light of current school reform movements. Community service-learning and classroom observations are required.

382 [182] Psychological Foundations of Education in a Diverse Society (3)

The psycho-physical development of children through adolescence is studied, with emphasis on the developmental aspects of the psychology of learning. Includes observations of children and adolescents in school settings.

383P [183] Methods of Teaching Reading and Language Arts (3)

This course assists in the development of a personal theory of the reading process and a repertoire of strategies consistent with that theory. Students explore relationships among reading, writing, and the language arts. The course stresses the use of children's literature to promote reading and ways to create environments that support literacy development. This course prepares students for the RICA exam. Prerequisite: Admission to the credential program.

384C [184] Methods of Teaching English Language and Academic Development (3)

Explores different theories of second language acquisition and strategies for the developments of language and academic development in English. Includes the development of socio-cultural skills to work with linguistically diverse learners and their families, literacy assessment for English Language Learners (ELL), strategies for literacy development in a second language, and Specially Designed Academic Instruction in English, including the adaptation of curriculum and instruction and development of lesson plans. Prerequisite: Admission to the credential program.

385P [185] Elementary Curriculum Methods (3)

This course is designed to provide candidates with subject-specific pedagogical knowledge and skills in the following areas: mathematics, science, history-social science, the visual and performing arts, and physical education. In each major subject area candidates learn to use appropriate instructional strategies and materials, to plan and implement instruction that fosters student achievement of state-adopted academic content standards, and to interrelate ideas and information within and across the major subject areas. 50-hour practicum. Prerequisite: Admission to the credential program.

490 [331] Student Teaching for the Multiple Subject Credential (12)

Supervised teaching assignments are in selected classrooms of participating school districts. Assignments are full-day for one semester. The candidate must file a Student Teaching Application, with evidence of fingerprint clearance, passing CBEST score, and passing CSET scores (if applicable), by October 15 for spring semester student teaching and by March 15 for fall semester student teaching. The requirements for student teaching include attendance at seven seminars during the course of the placement. See the *Student Teaching Handbook* (http://www.sandiego.edu/soe/currstudents/Handbooks/2003-2004Student_Teaching_Handbook.pdf) for details. Fieldwork fee: \$200. Prerequisites: Admission to the program, completion of required professional education course work, and consent of the Director of Elementary Education.

491 [332] Student Teaching for the Single Subject Credential (12)

Supervised teaching assignments are in selected classrooms of participating school districts. Assignments are full-day for one school district semester. The candidate must file a Student Teaching Application, with evidence of fingerprint clearance, passing CBEST score, and passing CSET scores (if applicable), by October 15 for spring semester student teaching and by March 15 for fall semester student teaching. The requirements for student teach-

ing include attendance at seven seminars during the course of the placement. See the Student Teaching Handbook (http://www.sandiego.edu/soe/currstudents/Handbooks/2003-2004Student_Teaching_Handbook.pdf) for details. Fieldwork fee: \$200. Prerequisites: Admission to the program, completion of EDUC 381C, 332P, 334P, 382, EDSP 389, and consent of the Director of Secondary Education.

SPECIAL EDUCATION COURSES (EDSP)**290P [390A] Practicum Mild/Moderate (total 6 units)**

[Students may take the course in 1- to 6-unit increments with a full semester commitment for each course.] Supervised field experience in teaching for special education with increasing teaching responsibility in community and classroom education service delivery models ranging from special day to general education settings. Required proficiencies must be met and documented in competency log. Observations and practical experience across age groups and education settings. Competency must be 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. This is a semester-long commitment and includes seminar classes related to practicum experience. Candidates must file a student teaching application with the School of Education by the posted deadlines. Contact the School of Education Field Placement Coordinator for details. Fieldwork fee: \$200.

291P [390B] Practicum Early Childhood (total 6 units)

[Students may take the course in 1- to 6-unit increments with a full semester commitment for each course.] Supervised participation in Early Start and district special education preschool programs. Increasing responsibility as an early interventionist or teacher is expected. Experiences most include supervised field experience in both home-based and center/classroom-based settings. Any candidate who cannot document substantial experience in a typical early intervention program will also need to participate in an least one program that is considered to be a natural environment. Required proficiencies must be met and documented in a competency log. This is a semester-long commitment and includes seminar classes related to practicum experience. Candidates must file a student teaching application with the School of Education by the posted deadlines. Contact the School of Education Field Placement Coordinator for details. Fieldwork fee: \$200

292P [390C] Practicum Moderate/Severe (total 6 units)

[Students may take the course in 1- to 6-unit increments with a full semester commitment for each course.] Supervised field experience in teaching for special education with increasing teaching responsibility in community and classroom education service delivery models ranging from special day to general education settings. Required proficiencies must be met and documented in competency log. Observations and practical experience across age groups and education settings. Competency must be 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. This is a semester-long commitment and includes seminar classes related to practicum experience. Candidates must file a student teaching application with the School of Education by the posted deadlines. Contact the School of Education Field Placement Coordinator for details. Fieldwork fee: \$200.

370 Fundamentals of Assessment in Special Education (1-3)

General survey of standardized and informal assessment related to identification, placement, planning, and performance monitoring regarding individuals with special needs. Criteria for becoming competent assessors of at-risk students and consumers of test results in terms of IFSP, IEP, and ITP decision-making teams. Cases studies and review of standardization regarding public law, nondiscriminatory practices, and district multidisciplinary teams provide a framework for making valid assessment decisions. Attention is given to techniques required to ensure nonbiased assessment. Students will administer formal assessment tests and construct, administer, and evaluate informal assessments.

371 [171] Management of Behavior and Instruction in Special Education (2)

Helping teachers and students learn to identify, manage, and monitor their own behavior and the behavior of others across learning settings and social situations is emphasized. A cross section of theories, models, legal, and ethical variables relevant to orchestrating learning across preschool to high school settings where individuals with mild, moderate, and severe handicaps are receiving instructional services. A 20-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required.

372 [172] Typical and Atypical Language Development (2)

Survey of normal and abnormal development of communication skills (hearing, speech, and language). The normal stages of language development from birth through adulthood are presented to serve as a framework for discussing language and communication delays, disorders, differences, and loss. English as a second language, language handicapped, special education categories, and development lags are highlighted in the course. A 20-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required.

373 [173] Family Systems and Community/Cultural Resources in Special Education (3)

This course is designed to provide students with the skills required to work effectively with the families of children and youth with disabilities and with the network of service providers and community agencies with which these families interact. Focus will be on understanding family coping processes, development of communication and problem solving skills, active listening, utilization of parent interview techniques in family assessment, and methods for accessing educational and developmental service delivery systems. There will be a 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.

374 [174] Characteristics and Needs of Individuals with Mild to Moderate Exceptionality (3)

Identification and distinction of characteristics that qualify an individual for mild and moderate special education services according to federal and state law. Implications for instructional, social, and behavior enhancement of abilities of individuals explored from research and practical implication perspectives.

375 [175] Curriculum and Instruction for Individuals with Mild to Moderate Exceptionality (3)

Focus is on curriculum and instruction planning and delivery that addresses the individual needs of students with mild to moderate exceptionality that maintains the integrity of age-appropriate state content area standards. Theory, practice, and research are integrated into activities designed to provide education specialists with a multiplicity of approaches for working with students, paraeducators, general educators, and ancillary professionals across the spectrum of inclusive education options. This course stresses the development and implementation of individual educational plans (IEPs) and individual transition plans (ITPs). A 20-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required.

376 [176] Typical, Atypical, and Medical Development (3)

Introduction to typical and atypical growth and development, including medical and health problems evolving from prenatal and perinatal developmental risk factors. The examination of children's development will consider relevant cultural perspectives. Students will develop the skills necessary to support individuals with physical and medical needs such as specialized feeding, suctioning, catheterization, positioning, and handling.

377 [177] Early Intervention Curriculum and Methods (3)

This course develops the skills necessary to provide quality intervention for young children with special developmental needs from birth to five years of age. Includes a review of philosophies of early intervention, curricula resources, and intervention models and strategies. Assignments promote opportunities to simulate a variety of intervention techniques, and to think critically about how relationships, environments, and materials affect a child's experience of intervention. Class discussions and assignments expand on information provided in assigned readings and acquired through field experience.

378 [178] Curriculum and Instruction for Moderate/Severe Exceptionality (3)

This course looks at curriculum, behavior, communication skills, and the needs of individuals with moderate to severe disabilities. It focuses on implications and methods of assessment and curriculum development for individuals who are moderately, severely, or profoundly mentally retarded, or have multiple disabilities. Included is information on curriculum adaptation, self-advocacy, and residential services. This course discusses positive behavior intervention planning and communication skill strategies, which allow individuals with moderate to severe disabilities to participate in inclusive education settings. A 20-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required.

379 [179] Cultural, Legal, and Ethical Aspects of Special Education (2)

This course will explore policy and procedures pertinent to the special education system within the cultural diversity of California. It will examine such system elements as assessment, case management, finance, individualized program planning, regulations, and professional ethics. Under consideration will be other relevant compliance requirements as contained in federal and state regulations.

389 [189] Healthy Environments and Inclusive Education (3)

This course is focused on two critical areas relative to teaching school-age populations in contemporary schools. Emphasis is placed on creating supportive, healthy environments for student learning and teaching special populations in general education. Personal, family, school, community, and environmental factors related to students' academic, physical, emotional, and social well-being are addressed, as well as the effects of student health and safety on learning. There is a focus on family involvement and community-based resources. Characteristics and service delivery alternatives for individuals with disabilities from birth through adulthood are also a focus of this course. Policy, legislation, and litigation pertaining to disabled children and youth are emphasized. There is a primary focus on how educational, behavioral, social, ecological, transitional, and vocational needs of exceptional students can be met in general education settings. Strategies for adapting instruction for individuals with disabilities are stressed. Site visits to five schools are required.

LEADERSHIP COURSES (EDLD)**156 [179] Models of Participatory Leadership (3)**

This course is an opportunity for participants to be exposed to Mondragon Cooperative Corporation (MCC). MCC is in Mondragon, Spain, and is a unique organizational model of superior economic success coupled with participatory leadership, management, ownership, and decision-making. Participants will review the sales, financial, and growth figures, and will become acquainted with MCC's unique educational, training, financial, and human resources systems, as well as with the institutionalized core values that support MCC. These values are based on an ongoing balance between organization and personal needs, continuous solidarity with each other and the community, and economic and social justice. This class is currently being held during the summer only.

158 [158] American Humanics Management Institute (1)

The purpose of this course is to provide students of the American Humanics program with an opportunity to interact with agency professionals and students nation-wide. The strategic conference focuses on innovative ideas and techniques related to successful careers in the not-for-profit sector. The American Humanics Management Institute (AHMI) is a four-day, intensive national conference for American Humanics students. Attendance at this out-of-town state conference is required for students pursuing American Humanics certification. Prerequisites: EDLD 252 and 256S (may be taken concurrently with EDLD 158).

160 [060] Leadership in Organizations (3)

This course balances the examination of theories and concepts in leadership and organizational behavior with the practical areas that relate directly to the problems experienced in organizations. Following an initial consideration of the philosophical, psychological, and sociological aspects of leadership, specific skill areas will include motivating other people, time management, communication skills, assessment and goal-setting, team-building, and changing leadership styles.

161 [061] Emerging Leaders (3)

This course is designed to acquaint entering freshmen with 21st-century models of leadership and to expose them to the multiple opportunities for active participation in leadership at the University of San Diego. Through readings, class presentations, experiential exercises, journal reflections, and small group discussion, students will be challenged to map their path of initial leadership development at USD.

162 [062] Introduction to Outdoor Leadership (3)

This course will examine how the application of leadership, judgment, and decision-making principles affect the quality of wilderness experiences and the safety of the group. It includes classroom, case-study, experiential, and reflective learning opportunities and will demonstrate how to apply lessons learned in the outdoors to other leadership opportunities.

187P [187] Leadership Practical Experience (1-3)

Students taking this internship develop their leadership skills by serving in a position of influence in a human service organization. Placement is at USD. Students devote hours to a leadership experience under the joint supervision of the Leadership minor coordinator and a USD faculty sponsor. Placement must be pre-approved.

240 [140] Women in Leadership (3)

This course is constructed along a feminist pedagogical perspective. It looks at the impact of gender on leadership. The approach focuses on theoretical and practical viewpoints. This course emphasizes and creates space for the exercise of self-awareness, skill development, self-reflection, and social responsibility for women in leadership.

250 [150] Leadership in Groups (3)

This course introduces the student to learning theories of group process and then develops effective skills of leading and influencing groups. After some theoretical understanding of the way groups work and after sensitizing the students to the personal and emotional dynamics of group processes, the course will deal with power and influence relationships, negotiating agreement, problem solving and intervention strategies, and group development. The course concepts will be integrated with skill-building exercises in simulated situations.

252 [152] Leadership in Youth and Human Services (3)

This course is designed to provide knowledge and understanding of the leadership of nonprofit organizations. Student gain theoretical and practical knowledge of concepts including management, marketing, public relations, public speaking, board development, fundraising, ethics, personnel practices, risk management, and paid and volunteer staff relationships.

253 [179G] Leadership and the Practice of Presence (3)

This course offers students in any field of study an opportunity to connect “classroom learning” to “real world problems.” It presents students with a chance to uncover their leadership ability in an experiential manner. Students will explore and examine the value of vulnerability and risk taking to create an environment of trust, even when competition may be present. The course is designed to give students a heightened awareness of the skills and talents they possess to lead and exercise authority in any group setting.

256S [156] Agency Seminar I (1)

Students taking this course gain an appreciation for the role of leaders in human service organizations. Topics include volunteerism, agency administration, financial management, and ethics and values.

280/380 (01) Leadership through Service Learning (1)

This course is designed to explore and experience leadership development and enhance skills and awareness of community issues and civic responsibility. After completing service-learning, students will reflect on their experience and apply this to other experiences outside of class. This seminar provides opportunities for collaborative learning in small groups, facilitated by a student leader mentor and service-learning associates.

280/380 (02) Leadership for Social Change (1)

This course is designed to explore and experience leadership within the social issues context of advocacy and action. Students will examine the skills, reflective strategies, and capacity for innovation needed to collaborate and address social issues.

280/380 (03) R.A. Leadership: Building Better Communities (1)

This course allows students to develop leadership skills for effective community building in residence halls. Specific skill building areas include: communication skills, self-awareness, job competencies, balance, and conflict resolution. Students will be trained in diversity, student development theory, service opportunities, collaborative leadership and ethics.

288 [188] Leadership Internship I (1-3)

Students taking this internship develop their leadership skills by serving in a position of influence in an organization. Placement is at a community organization or in a position of leadership at USD. Students devote hours to a leadership experience under the joint supervision of the Leadership minor coordinator and an agency sponsor or USD sponsor. Internship must be pre-approved.

351 [151] Leadership Seminar (3)

The capstone course will allow students to integrate what they have learned throughout the leadership sequence of courses. In seminar fashion, the students will research and discuss various issues facing leaders both now and in the future. Each student will develop a personal philosophy of leadership to which he or she is committed. Case analysis will give the students an opportunity to build policy-making and change-agent skills. Prerequisites: EDLD 160 or MGMT 300 and EDLD 250.

353 [153] Professional and Ethical Issues and the Practice of Leadership (3)

This course explores ethical issues pertinent to organizations. Students gain greater awareness of philosophical, religious, and civic traditions of leadership in organizations. Topics include social responsibility, employee rights, employee participation in decision making, self-regulation, economic justice, honesty and deception.

354 [154] Leadership and Diversity in Organizations (3)

This course is designed to provide an overview of how issues of diversity impact organizations. Using the organization as a frame of reference, topics include oppression, racism, discrimination, structural factors in organizations, communication across cultures, cultural differences affecting organizations, and moral obligations connected with the role of a leader. Students will analyze the reciprocal nature of beliefs, values, attitudes, and behaviors with regard to various microcultures in organizations.

356S [157] Agency Seminar II (1)

This course is a continuation of EDLD 256S.

389 [189] Leadership Internship II (1-3)

Students taking this internship develop their leadership skills by serving in a position of influence in a human service organization. Placement is at a community organization. Students devote hours to a leadership experience under the joint supervision of the Leadership minor coordinator and an agency sponsor. Internship must be pre-approved.

391F [340] Field Experience in Volunteer Leadership to EDLD 280/380 (1)

Students taking this internship develop leadership by directing a USD volunteer project. The course includes an initial retreat, and bi-weekly meetings covering volunteerism, team building, communication, citizenship, and grant development and management.

MARITAL AND FAMILY THERAPY COURSE (MFT)**400 Introduction to Marital and Family Therapy (3)**

Introduction to the theories and methods of marital and family therapy through lecture, discussion and experiential activities. This course is designed for students interested in pursuing careers in mental health services and medicine.

Hahn School of Nursing and Health Science



ADMINISTRATION AND FACULTY

Sally Brosz Hardin, Ph.D., R.N., F.A.A.N.
Dean and Professor

Anita Hunter, Ph.D., R.N.
Associate Professor; Director, Master's
Entry Program in Nursing; Director, RN to
B.S./M.S. Program

Susan Instone, D.N.Sc., R.N.
Associate Professor, Director, Advanced
Practice Nursing Programs

Patricia Roth, Ed.D., R.N.
Professor; Director, Ph.D. Nursing Program

Cheryl Ahern-Lehmann, Ph.D., R.N.

Susan Bonnell, M.S.N., R.N.

Mary Jo Clark, Ph.D., R.N.

Cynthia Connelly, Ph.D., R.N.

Diane Fatica, M.S.N., R.N.

Anastasia Fisher, D.N.Sc., R.N.

Jane Georges, Ph.D., R.N.

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PROGRAMS

The Hahn School of Nursing and Health
Science offers the following programs:

B.S. in Nursing (for Registered Nurses only)

Accelerated R.N. to M.S.N. which combines
B.S.N. and M.S.N. program requirements
(for Registered Nurses only); both degrees
are awarded

M.S. in Nursing (see *Graduate Bulletin*).
(Specializations include: Adult Clinical Nurse
Specialist, Adult Nurse Practitioner, Family
Nurse Practitioner, Pediatric Nurse
Practitioner, and Health Care Systems.)

Masters Entry Program in Nursing (see
Graduate Bulletin)

M.B.A./M.S.N. Joint Degree Program with the
School of Business Administration (see
Graduate Bulletin)

Post-M.S.N. Adult Clinical Nurse Specialist
Certificate Program (see *Graduate Bulletin*)

Post-M.S.N. Adult Nurse Practitioner
Certificate (see *Graduate Bulletin*)

Post-M.S.N. Family Nurse Practitioner
Certificate (see *Graduate Bulletin*)

Post-M.S.N. Family Nurse Practitioner
Certificate in Urgent/Emergent Care (see
Graduate Bulletin)

Post-M.S.N. Pediatric Nurse Practitioner
Certificate (see *Graduate Bulletin*)

Post-Master's Health Care Systems Certificate
Program (see *Graduate Bulletin*)

Doctor of Philosophy (see *Graduate Bulletin*)

All courses in the School of Nursing and
Health Science carry Board of Registered
Nursing Continuing Education units for R.N.
relicensure.

THE BACHELOR OF SCIENCE IN NURSING PROGRAM

Overview

The program of the School of Nursing and Health Science is planned specifically for the Registered Nurse who desires to obtain a Bachelor of Science in Nursing. The School provides the upper-division professional major for graduates of hospital diploma and associate degree programs who have met the specified prerequisite admission requirements. The program is designed to prepare the nurse to accept increased responsibility within the health care system and to assume leadership within the nursing profession.

A graduate of the program will be equipped for beginning practice in a variety of settings, will have a foundation for graduate education in nursing, and will be eligible for certification as a public health nurse in the State of California.

Characteristics of the Graduate

Upon completion of the program, the graduate will be prepared to:

1. Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and the humanities with nursing theory as a basis for professional nursing practice;
2. Use current research findings in promoting the health and welfare of people;
3. Apply information technology to promote quality health care;

4. Collaborate with consumers and colleagues in the delivery of health care services;
5. Identify and influence factors that affect health care delivery;
6. Assume responsibility and accountability for ethical nursing practice;
7. Assume and develop generalist nursing roles to meet the changing health needs of clients (individuals, families, and communities);
8. Demonstrate awareness of global factors, including global environments and human cultures, as they influence health and health care delivery; and,
9. Use the nursing process to meet the health-promotive, illness-preventive, restorative, and rehabilitative needs of individuals, families, and population groups.

Admission Requirements

1. Current licensure as a Registered Nurse in California;
2. Professional liability and malpractice insurance coverage, which must be maintained throughout enrollment;
3. Completion of the University application for admission, including payment of fees to the Office of Admissions;
4. Three recommendations completed by persons who know the applicant professionally;
5. Physical examination within six months with evidence of specified immunizations and screening tests (these must be maintained throughout enrollment);
6. Basic computer literacy; and,

RECOMMENDED PROGRAM OF STUDY BACHELORS OF SCIENCE IN NURSING

Prerequisites completed prior to junior year

JUNIOR YEAR

FALL SEMESTER

*BSNC 333 – Conceptual Basis of Professional Nursing Practice (3)

*BSNC 334 – Communication Theory and Process (5)

MEPN 563 – Transcultural Health Care (3)

**GE Requirement (3)

Total Units: 14

SPRING SEMESTER

MEPN 521 – Health Assessment (3)

**GE Requirements (12)

Total Units: 15

SUMMER (IF NEEDED)

GE Requirements (6)

SENIOR YEAR

FALL SEMESTER

BSNC 445 – Care of the Family (6)

MSNC 570 – Investigative Inquiry (3)

** GE Requirements (6)

Total Units: 15

SPRING SEMESTER

MEPN 547 – Care of the Community (5)

MSNC 550 – Health Care Systems Analysis (3)

MSNC 510 – Health Care and Health Policy (3)

Total Units: 11

*Prerequisite to all other upper-division Nursing courses.

**May be completed prior to enrollment in the upper-division Nursing major.

7. Nursing Prerequisites: These courses can be met by transfer credit or challenge exam. Contact Office of Admissions or Hahn School of Nursing and Health Science for information.

a. Prior to admission to the first nursing course, the applicant is required to have completed, with a grade of C or better, a semester course or the equivalent in the following subjects:

English Composition and Literature (3 units)

Physiology (4 units*)

Microbiology (4 units*)

General or Organic Chemistry (4 units*)

Elementary Statistics (3 units)

Introduction to Sociology (3 units)

Anthropology (Cultural or Social) (3 units)

Introduction to Psychology (3 units)

Growth and Development (3 units)

*Must have a laboratory component

b. Regents College Examinations in Nursing for applicants from Diploma programs or non-approved Associate Degree programs.

Fundamentals of Nursing (6 units)

Maternal and Child Nursing (6 units)

Adult Nursing (12 units)

Psychiatric Mental Health Nursing (6 units)

8. Additional General Education requirements which may be completed prior to or taken concurrently with the upper-division major are as follows:

Lower-Division

Critical Reasoning (Logic) (3 units)

History (3 units)

Literature (3 units)

Fine Arts (Art, Music, Theatre) (3 units)

Elective (3 units)

Upper-Division

Religious Studies (6 units)

Philosophy (Values requirement) (3 units)

Elective (6 units)

Academic Policies

1. Student must fulfill general education, nursing prerequisites, and professional major requirements.
2. All courses in the Nursing major must be completed within a five-year period after beginning study in the Nursing major, that is, taking the first nursing course.
3. A grade of C or better is required in all courses in the Nursing major.
4. Students receiving a final grade of D or F in a course in the Nursing major must repeat the course, and receive a grade of C or better. Students may repeat a course only once.
5. While enrolled in courses in the professional major, the student is required to maintain individual professional liability insurance, current California R.N. licensure, and required immunizations and screening tests.

6. The student has the obligation of maintaining communication with an appointed academic advisor for program planning to meet graduation requirements.

7. The faculty reserves the right to alter the professional curriculum in accord with professional standards and trends.

8. Students must pass both clinical and theory components of a course (if applicable) to pass the course.

ACCELERATED MASTER OF SCIENCE IN NURSING

Overview

The accelerated R.N. to M.S.N. program is designed for Associate Degree and diploma-prepared nurses who want to pursue the M.S.N. degree. The program of study leads to the awarding of both the B.S.N. and M.S.N. degrees and eligibility for certification as a public health nurse in the State of California. Students take graduate courses in nursing research, health care issues and policy, and health care systems analysis as part of the B.S.N. degree requirements. The master's portion of the program offers five track options: Adult Clinical Nurse Specialist, Adult Nurse Practitioner, Family Nurse Practitioner, Pediatric Nurse Practitioner, and Health Care Systems. Specialization options in gerontology, Latino health care, and integrative health care are available within the Nurse Practitioner tracks. All tracks share a common core of knowledge and each track is designed to prepare an advanced practitioner in the respective area. The purpose of the program is to provide leadership preparation that will enable the graduate to assume a significant role in nursing and health care delivery.

Characteristics of the Graduate

Upon completion of the accelerated program, the M.S.N. graduate is prepared to:

1. Ground advanced practice on theoretical foundations and research from nursing and related disciplines;
2. Provide leadership in integrating research into practice;
3. Participate in the conduct of nursing and interdisciplinary health care research;
4. Apply information technology to enhance nursing education, practice, and research;
5. Collaborate with multidisciplinary health care providers and consumers to improve health care delivery;
6. Provide leadership in formulating and implementing policy that contributes to ongoing improvement of health care delivery;
7. Practice from an ethical perspective that acknowledges conflicting values and rights as they affect health care decisions;
8. Assume and develop advanced practice roles to meet societal needs in a rapidly changing health care system;

9. Provide innovative care that promotes health and quality of life for culturally diverse individuals, families, and communities;
10. Analyze emerging issues confronting nursing and society as a basis for enacting social change in ways that foster health; and,
11. Foster activities among individuals and groups that promote health and prevent illness.

Admission Requirements

1. Current licensure as a R.N. in California;
2. Professional liability and malpractice insurance coverage, which must be maintained throughout enrollment;
3. Completion of the University application for graduate admission, including payment of fees to Office of Graduate Admissions;
4. Three recommendations completed by persons who know the applicant professionally;
5. One year of professional nursing practice (for some M.S.N. tracks, two years of recent experience in direct patient care are required);
6. Physical examination within six months with evidence of specified immunizations and screening tests (which must be maintained throughout enrollment);
7. A GPA of at least 3.0 on a 4.0 scale;
8. Satisfactory scores on the Graduate Record Examination General Test;
9. Basic computer literacy; and,
10. Completion of the Nursing Prerequisites with a grade of C or better. (See Bachelor of Science in Nursing Program.)

Academic Policies

1. The B.S.N. is awarded upon successful completion of a minimum of 124 semester-units of study, which must include the General Education requirements, prerequisites to the Nursing major, upper-division nursing requirements and certain of the M.S.N. courses. The final 30 units of B.S.N. course work must be completed at USD.
2. The M.S.N. is awarded upon completion of all requirements for the chosen Master's track, which are outlined in the *Graduate Bulletin*.
3. The student is responsible for maintaining communication with an appointed advisor for program planning to meet graduation requirements for both programs.
4. The student in the accelerated program is responsible for adhering to deadlines and requirements specified in both the *Undergraduate Bulletin* and the *Graduate Bulletin*.
5. Graduate students are expected to maintain a cumulative GPA of 3.0 on a 4.0 scale. Students whose semester or cumulative GPA falls below 3.0 will be placed on academic probation.
6. The faculty reserves the right to alter the professional curriculum in accord with professional standards and trends.
7. Students must pass clinical and theory components of a course (if applicable) to pass the course.

COURSES

BSNC COURSES

BSNC 333 [NURS 133] Conceptual Basis of Professional Nursing Practice (3)

This course provides an overview of the nature of the profession of nursing and its conceptual bases. Course content includes a beginning analysis of nursing theories and theories from other disciplines relevant to professional nursing practice. Emphasis is also placed on expanding students' abilities to use the nursing process in the care of individuals, families, and population groups. Class assignments assist the student with developing skills in writing and oral presentation, and information management. (Fall)

BSNC 334 [NURS 134] Communication Theory and Process (5)

This course focuses on communication as a process essential to the nurse-client relationship as well as professional nursing practice. The student is provided with basic theoretical concepts related to therapeutic communication skills and strategies. Facilitating effective communication in small groups is also examined. Three hours of lecture, one hour of seminar, three hours of laboratory. (Fall)

BSNC 445 [NURS 145] Care of the Family (6)

The focus of this course is on the family within the community and the health care system. Frameworks used to assess families include the developmental, systems, and structural-functional. Interventions with families emphasize promotion and maintenance of health as well as resolution of existing health problems. Students have clinical opportunities in official and voluntary agencies to integrate selected theories and concepts using the nursing process as they interact with clients and families in their homes and community settings. Two hours of lecture, one hour of seminar, nine hours of laboratory. Prerequisites: MEPN 521, BSNC 333, BSNC 334. (Fall)

BSNC 499 [NURS 199] Independent Study (1-3)

Independent study related to a particular specialty area. Developed by the faculty and student.

MEPN COURSES

MEPN 521 [NURS 121] Health Assessment (3)

The focus of this course is on the further development of skills in holistic client assessment throughout the life span. These skills are applied within the framework of the nursing process to meet the individual's needs for health maintenance and promotion. Two hours of lecture, two hours of laboratory. (Spring)

MEPN 547 [NURS 147] Care of Populations (5)

The health of the community and subgroups within the community are the focus of this course. Students learn to apply nursing and public health concepts to promoting and restoring the health of population groups. Nursing involvement in the legislative and regulatory processes as they affect health status and health care delivery is addressed. Selected community health problems and their implications for community health nursing practice are considered. Two hours of lecture, 1.5 hours of seminar, 4.5 hours of laboratory. Prerequisites: MEPN 521, BSNC 333, BSNC 334. (Spring)

MEPN 563 [NURS 163] Transcultural Health Care (3)

This course focuses on sociocultural factors that influence the health of various ethnic and cultural groups. A variety of factors that influence access to and use of health care resources are addressed. Students are encouraged to explore their own cultural heritage and that of others. A variety of learning experiences are geared to 1) understanding one's own cultural background; 2) understanding health and illness care practices of selected cultures; 3) using a variety of theoretical frameworks for cultural assessment and planning and implementing culturally appropriate care.

MSNC COURSES

MSNC 510 [NURS 210] Contemporary Health Care Issues and Health Policy (3)

This course provides a forum for the exploration and evaluation of current major issues and problems that concern the nursing profession. Selected contemporary health care and nursing issues are analyzed. Focus is also on the processes of policy formulation in public and private arenas. Ethical frameworks are applied to the dynamics of policy making and the probable resolution of health care issues.

MSNC 550 [NURS 250] Health Care Systems Analysis (3)

This course focuses on analysis and evaluation of health care delivery from a systems perspective. Contemporary health system changes in response to environmental forces are emphasized. Learning experiences provide a basis for effective practice within complex health care systems operating in rapidly changing environments.

MSNC 570 [NURS 270] Investigative Inquiry (3)

This course focuses on the development of research skills through critique of written research reports for application to nursing practice and application of the research process through the development of a research proposal. Emphasis is placed on the relationship of research to the knowledge base and practice of nursing.

HEALTH SCIENCE COURSE (HLSC)

HLSC 460 [160] Health Education (2)

This course addresses the nature and scope of health education, including current problems in individual, family, and community health. Theories and methods of health education are discussed. This course fulfills the health education requirement of the State of California for Multiple Subject and Single Subject teaching credentials. (Spring)

Naval Science



Captain Craig Turley, USN, M.S., M.A., Chair
Commander Matthew Pittner, USN, B.S.
Lieutenant Commander Baoquoc Tranthien,
USN, M.S.

Captain Mike Boccolucci, USMC, M.A.
Lieutenant Megan E. Reardon, USN, B.S.
Lieutenant Dave Arellano, USN, B.S.
Lieutenant Todd M. Sinclair, USN, B.S.
Lieutenant Lauren Mills, USN, B.S.

The purpose of the Naval Science program is to provide college students desiring to become Naval or Marine Corps Reserve officers a basic professional background in the areas of leadership, ethics, and management; piloting and celestial navigation; nautical rules of the road; ship characteristics, design, and propulsion; theory and employment of weapon systems; and development of warfare and amphibious operations. This curriculum is open to all University students. A graduate will be able to assume, through development of mind and character, the highest responsibilities of command, citizenship, and government.

PROGRAM OBJECTIVES

The primary objectives of the Naval Science Department curriculum are to provide:

1. An understanding of the fundamental concepts and principles of Naval Science;
2. A basic understanding of associated professional knowledge;
3. An appreciation of the requirements for national security;
4. A strong sense of personal integrity, honor, and individual responsibility; and,
5. An educational background which will allow Naval Science students to undertake successfully, in later periods in their careers, advanced/continuing education in a field of application and interest to the Navy or Marine Corps.

COURSES (NAVS)**101 Introduction to Naval Science (0)**

A general introduction to the naval profession and to concepts of seapower. Instruction emphasizes the mission, organization, and warfare components of the Navy and Marine Corps. Included is an overview of officer and enlisted ranks, training and education, and career patterns. The course also covers ethics, basic leadership skills, naval courtesies and customs, military justice, and nomenclature. This course exposes the student to the professional competencies required to become a naval officer. *Note:* This is a non-credit course.

102 Seapower (3)

A historical survey of United States naval history from the American Revolution to the present with emphasis on major developments. The course also treats present-day concerns in seapower and maritime affairs including the economic and political issues of merchant marine commerce, the law of the sea, and a comparison of United States and other foreign naval strategies. Each era covered will be analyzed by evaluating the significance of the following: 1) strategy and tactics, 2) leadership, 3) technological advancements, 4) inter-service relations, 5) naval doctrine, 6) foreign policy, and 7) Congressional relations.

201 Leadership and Management (3)

The theme of the course is the "Naval officer as a leader, manager, and organizational decision maker." The course will begin with modules on ethics and integrity, progress through management theory and practical functions of management, and culminate with a module on leadership. Lectures, reading assignments, films, discussions, exercises, interviews, and student presentations provide students with an excellent opportunity to wrestle with complex ethical, managerial, and leadership issues. The goal of this course is for students to begin to develop a sound personal leadership philosophy that will enable them to more effectively accomplish both personal and professional goals.

202 Naval Engineering (3)

A detailed study of ship characteristics and types including hull, electrical, and auxiliary systems. Principles of stability and damage control are also covered. Advantages and disadvantages of steam, gas turbine, and diesel propulsion engines and their operation receive in-depth study. Leadership topics as they apply in an engineering setting are discussed.

301 Navigation I (3)

An in-depth study in the theory, principles, and procedures of ship navigation and maneuvering. Students learn piloting, navigation, and maneuvering to include the use of charts, visual and electronic aids, theory and operation of magnetic and gyro compasses, relative-motion vector analysis theory, formation tactics, and ship employment.

Practical skills in plotting and piloting are stressed. Other topics include tides, currents, effects of wind and weather, use of navigation instruments, celestial navigation, and the characteristics of electronic navigation.

302 Navigation II (3)

A study of the international and inland rules of the nautical road, naval operations and operations analysis, applied aspects of ship handling, and afloat communications. This course incorporates a variety of case analyses to stress practical application of skills. Additionally, leadership traits in the themes of communication, counseling, and conflict resolution as they relate to safe navigation and ship movement will be developed.

310 Evolution of Warfare (3)

This course traces the development of warfare from the dawn of recorded history to the present, focusing on the impact of major military theorists, strategists, tacticians, and technological developments. The student acquires a basic sense of strategy, develops an understanding of military alternatives, and sees the impact of historical precedent on military thought and actions.

401 Naval Weapons (3)

This course outlines the theory and employment of naval weapons systems. Topics of discussion include radars, gun and missile systems, underwater direction and tracking, and basic naval ordinance. Case studies of weapon systems employment are covered, with emphasis on accountability and responsibility of the naval leader.

402 Leadership and Ethics (3)

Leadership and Ethics is the capstone course of the NROTC academic curriculum and was previously intended to provide senior midshipmen and officer candidates with some of the tools necessary to be effective junior officers. We have shifted the emphasis towards values and the ethical foundations of leadership. Philosophical interpretation and dialog will be used extensively throughout the course. The course is organized into three modules of study. The first module is about ethical foundations. The second module explores military law and legal issues. The third module presents some specific topics related to junior Navy and Marine officer development. *Recommend taking Naval Science 201 – Leadership and Management prior to this course.*

410 Amphibious Operations (3)

A historical survey of the development of amphibious doctrine and the conduct of amphibious operations. Emphasis is placed on the evolution of amphibious warfare in the 20th century, especially during World War II. Present-day potential and limitations on amphibious operations, including the rapid Marine air-ground task force concept, are explored.

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University
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Professor of Electrical Engineering
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- Colleen Kelly (2002)
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