University of San Diego

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Graduate Bulletin

University of San Diego

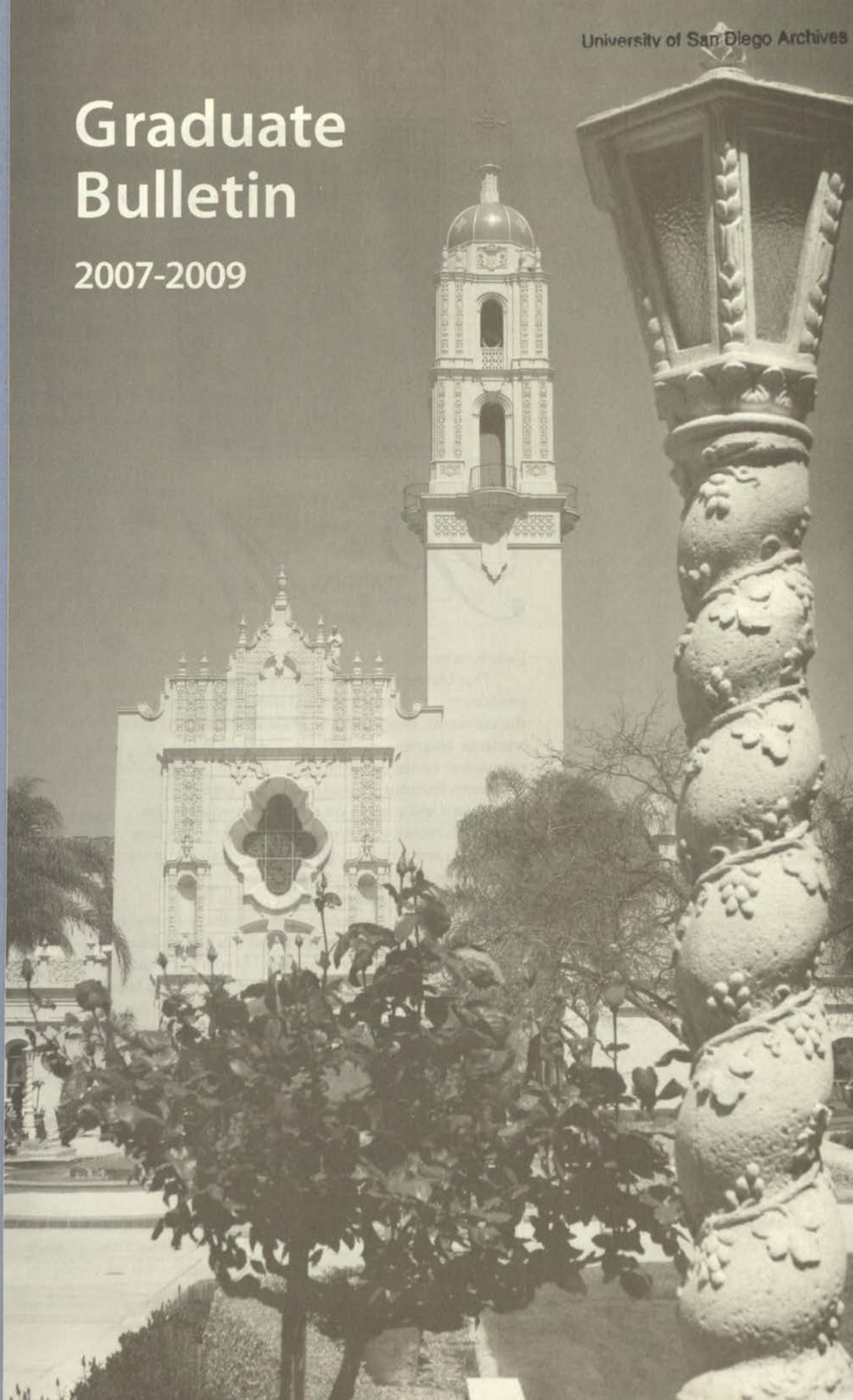### 2007-2009

Graduate
Bulletin

2007-2009

*P*resident's *M*essage

Dear Reader,

    This University of San Diego *Graduate Bulletin* provides you with important and useful information about the university, its mission and goals, its faculty and its academic programs and policies. The *Bulletin* offers a perspective on the academic activities and resources of the university, featuring a summary of every graduate department and school's courses, degree requirements, curriculum recommendations and a list of the full-time faculty. A careful review of this document should answer most of your academic questions.

    What can't be printed on these pages is the extraordinary spirit of community and intellectual curiosity that characterize this university. Behind this list of courses and programs are professors committed to your academic and professional success. Our faculty members are not only known for their research, scholarship and creativity; they are also highly respected for their teaching. Their genuine interest in your future is a hallmark of a USD graduate degree.

    Welcome to the University of San Diego!

Mary E. Lyons

Mary E. Lyons, Ph.D.
President

Contents

RESERVATION OF THE RIGHT TO MODIFY

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

This *Graduate Bulletin* was printed on May 1, 2007, and covers programs, policies, calendars, courses, course content and fees in effect as of Sept. 1, 2007. For changes that have occurred since then, please see the online *Bulletin* at www.sandiego.edu.

This *Bulletin* is a publication of the Office of Print Marketing Services and the Office of the Provost.

General Information
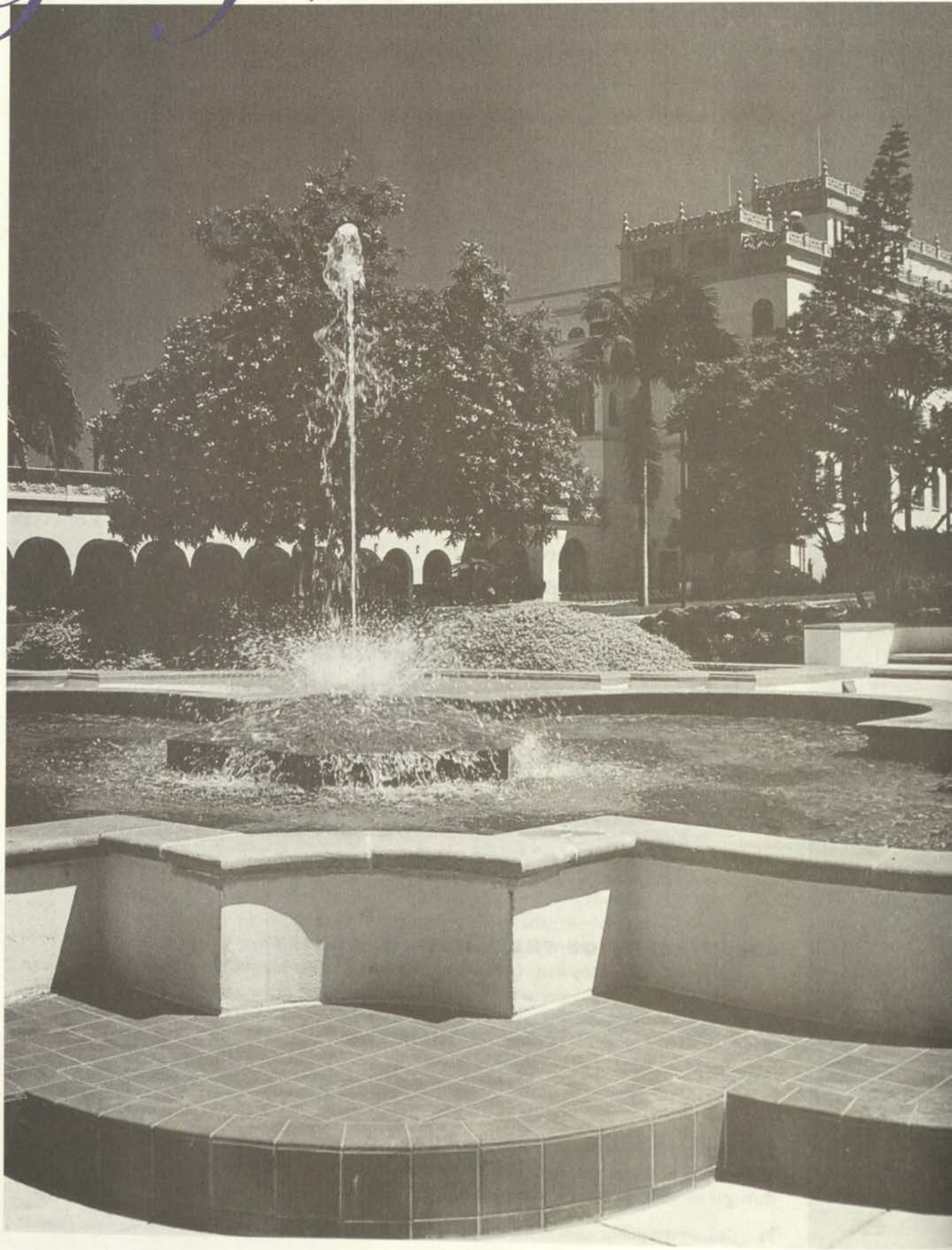
Communications

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

Main Campus Telephone Number
(619) 260-4600

Web site: www.sandiego.edu

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

Vice President for Finance and Administration
All financial matters
(619) 260-5998

Vice President for Student Affairs
Student affairs, student activities
(619) 260-4588

Vice President for University Relations
Contributions and bequests, information about university events, alumni/ae affairs
(619) 260-4770

General Counsel
All legal matters
(619) 260-7974

Dean, College of Arts and Sciences
General academic policy and programs and degree programs within the college
(619) 260-4545

Dean, School of Business Administration
General academic policy and programs and degree programs within the school
(619) 260-4886

**Dean, School of Leadership and
Education Sciences**
Credential programs, general academic policy and programs, and degree programs within the school
(619) 260-4540

Dean, Hahn School of Nursing and Health Science
Nursing programs, general academic policy and programs, and degree programs within the school
(619) 260-4550

Dean, School of Law
General academic policy and programs and degree programs within the school
(619) 260-4527

Registrar
Non-law student records and transcripts
(619) 260-4557

Director, Career Services
Career information and job interviews for students and alumni/ae
(619) 260-4654

Director, Continuing Education
Information pertaining to continuing education
(619) 260-4585

Director, Counseling Center
Information pertaining to counseling
(619) 260-4655

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

Director, Financial Aid
Scholarships, financial aid, grants, loans, student employment
(619) 260-4514

Associate Director, Graduate Admissions
Admissions procedures, campus visits, bulletins, other relevant information
(619) 260-4524

Director, Guadalajara Summer Program
Information pertaining to the Guadalajara Summer Program
(619) 260-4598

Director, Residential Life
Housing accommodations
(619) 260-4624

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

Director, Summer and Intersession Office
Information pertaining to summer sessions and Intersession (January)
(619) 260-4800

Assistant Registrar, Graduate Records
Leaves of absence, withdrawals, graduation clearance, transfers of credit, change of program
(619) 260-2217

Coordinator, Study Abroad Programs
Information pertaining to Study Abroad Programs in the College of Arts and Sciences
(619) 260-4598

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

2007 Fall Semester

Thursday, Aug. 16
Final registration and fee payment deadline

Friday, Aug. 17
Late registration fee begins ($150)

Monday, Sept. 3
Labor Day holiday (no classes; offices closed)

Wednesday, Sept. 5
Classes begin

Thursday, Sept. 13
Mass of the Holy Spirit

Friday, Sept. 14
Last day to enroll in classes

Tuesday, Sept. 18
Deadline 100 percent tuition refund

Tuesday, Sept. 25
Deadline 90 percent tuition refund

Monday, Oct. 1
Financial aid application available for January
    Intersession 2008

Tuesday, Oct. 2
Deadline 80 percent tuition refund

Tuesday, Oct. 9
Deadline 70 percent tuition refund

Friday, Oct. 12
Last day to petition for May 2008 graduation

Friday, Oct. 19
Fall holiday (no classes)

Monday, Oct. 22 - Friday, Oct. 26
Class reservation on-line for Intersession 2008 (five days
    only; see Tuesday, Oct. 30, for walk-in registration for
    Intersession 2008)

Tuesday, Oct. 23
Deadline 60 percent tuition refund

Tuesday, Oct. 30
Deadline 50 percent tuition refund
Walk-in registration begins for Intersession 2008

Thursday, Nov. 1
Priority deadline for January Intersession 2008 financial
    aid applications

Monday, Nov. 5
Class reservation begins for Spring 2008

Tuesday, Nov. 13
Last day to withdraw from classes
Deadline for removal of incompletes from spring semester
    and summer sessions

Wednesday, Nov. 21 - Friday, Nov. 23
Thanksgiving holiday (no classes; offices closed Thursday
    and Friday)

Friday, Nov. 30
Deadline for completion of dissertation defense for Fall
    2007 and Intersession 2008 graduation (Ph.D., Ed.D.)

Friday, Dec. 14
Last day of classes
Last day to petition for August 2008 graduation
Completed dissertations and all fees and forms due in
    Graduate Records Office for Fall 2007 and Intersession
    2008, graduation (Ph.D., Ed.D.)
Two bound copies of completed master's thesis due in
    Graduate Records Office for Fall 2007 graduation

Monday, Dec. 17 - Friday, Dec. 21
Final examinations

2008 Intersession (optional)

Thursday, Jan. 3
First day of Intersession classes

Monday, Jan. 21
Martin Luther King Jr. holiday (no classes; offices closed)

Wednesday, Jan. 23
Last day of Intersession classes

See the 2008 *Intersession Bulletin* for specific courses, dates and registration procedures.

2008 Spring Semester

Wednesday, Jan. 16
Final registration and fee payment deadline

Thursday, Jan. 17
Late registration fee begins ($150)

Monday, Jan. 28
Classes begin

Friday, Feb. 1
Financial Aid applications for 2008 Summer Sessions
available

Wednesday, Feb. 6
Last day to enroll in classes

Thursday, Feb. 7
All Faith Service

Friday, Feb. 8
Deadline 100 percent tuition refund

Friday, Feb. 15
Deadline 90 percent tuition refund

Friday, Feb. 22
Deadline 80 percent tuition refund

Friday, Feb. 29
Deadline 70 percent tuition refund

Monday, March 10 - Friday, March 14
Class reservation on-line for Summer 2008 (five days only;
see Tuesday, March 25, for walk-in registration for
Summer 2008)

Friday, March 14
Deadline 60 percent tuition refund
Priority deadline for 2008 Summer Sessions financial aid
applications

Monday, March 17 - Monday, March 24
Easter and Spring break (no classes; offices closed Friday,
March 21)

Friday, March 21
Deadline 50 percent tuition refund

Tuesday, March 25
Walk-in registration begins for Summer 2008

Tuesday, April 1
Class reservation begins for Fall 2008
Priority deadline for USD financial aid applications for fall
and/or spring semesters, 2008-2009 for graduate students

Friday, April 4
Last day to withdraw from classes
Deadline for removal of incompletes from fall semester and
Intersession

Monday, April 28
Deadline for completion of dissertation defense for Spring
2008 graduation (Ph.D., Ed.D.)

Monday, May 12
Last day of classes
Last day to petition for January 2009 graduation
Completed dissertations and all fees and forms due in
Graduate Records Office for Spring 2008 graduation
(Ph.D., Ed.D.)
Two bound copies of completed master's thesis due in
Graduate Records Office for Spring 2008 graduation

Tuesday, May 13
Study period

Wednesday, May 14 - Tuesday, May 20
Final examinations

Saturday, May 24 - Sunday, May 25
Commencements

Thursday, July 24
Deadline for completion of dissertation defense for
Summer 2008 graduation (Ph.D., Ed.D.)

Thursday, Aug. 7
Completed dissertations and all fees and forms due in
Graduate Records Office for Summer 2008 graduation
(Ph.D., Ed.D.)
Two bound copies of completed master's thesis due in
Graduate Records Office for Summer 2008 graduation

2008 Summer Sessions (optional)

Monday, June 2
First day of first session

Friday, Aug. 22
Last day of last session

See the 2008 *Summer Sessions Bulletin* for specific courses, dates and registration procedures.

2008 Fall Semester

Friday, Aug. 15
Final registration and fee payment deadline

Saturday, Aug. 16
Late registration fee begins ($150)

Monday, Sept. 1
Labor Day holiday (offices closed)

Wednesday, Sept. 3
Classes begin

Thursday, Sept. 11
Mass of the Holy Spirit

Friday, Sept. 12
Last day to enroll in classes

Tuesday, Sept. 16
Deadline 100 percent tuition refund

Tuesday, Sept. 23
Deadline 90 percent tuition refund

Tuesday, Sept. 30
Deadline 80 percent tuition refund

Wednesday, Oct. 1
Financial aid applications for January
   Intersession 2009 available

Tuesday, Oct. 7
Deadline 70 percent tuition refund

Thursday, Oct. 16
Last day to petition for May 2009 graduation

Friday, Oct. 17
Fall holiday (no classes)

Monday, Oct. 20 - Friday, Oct. 24
Class reservation on-line for Intersession 2009 (five days
   only; see Tuesday, Oct. 28, for walk-in registration for
   Intersession 2009)

Tuesday, Oct. 21
Deadline 60 percent tuition refund

Tuesday, Oct. 28
Deadline 50 percent tuition refund
Walk-in registration begins for Intersession 2009

Monday, Nov. 3
Class reservation begins for Spring 2009
Priority deadline for January Intersession 2009 financial
   aid applications

Tuesday, Nov. 11
Last day to withdraw from classes
Deadline for removal of incompletes from spring semester
   and summer sessions

Wednesday, Nov. 26
Deadline for completion of dissertation defense for Fall
   2008 and Intersession 2009 graduation (Ph.D., Ed.D.)

Wednesday, Nov. 26 - Friday, Nov. 28
Thanksgiving holiday (no classes; offices closed Thursday
   and Friday)

Friday, Dec. 12
Last day of classes
Last day to petition for August 2009 graduation
Completed dissertations and all fees and forms due in
   Graduate Records Office for Fall 2008 and Intersession
   2009 graduation (Ph.D., Ed.D.)
Two bound copies of completed master's thesis due in
   Graduate Records Office for Fall 2008 graduation

Monday, Dec. 15 - Friday, Dec. 19
Final examinations

2009 Intersession (optional)

Monday, Jan. 5
First day of Intersession classes

Monday, Jan. 19
Martin Luther King Jr. holiday (no classes; offices closed)

Friday, Jan. 23
Last day of Intersession classes

See the 2009 *Intersession Bulletin* for specific courses, dates and registration procedures

2009 Spring Semester

Friday, Jan. 16
Final registration and fee payment deadline

Saturday, Jan. 17
Late registration fee begins ($150)

Monday, Jan. 26
Classes begin

Monday, Feb. 2
Financial aid applications available for 2009
    Summer Sessions

Wednesday, Feb. 4
Last day to enroll in classes

Thursday, Feb. 5
All Faith Service

Friday, Feb. 6
Deadline 100 percent tuition refund

Friday, Feb. 13
Deadline 90 percent tuition refund

Friday, Feb. 20
Deadline 80 percent tuition refund

Friday, Feb. 27
Deadline 70 percent tuition refund

Monday, March 9 - Friday, March 13
Spring break (no classes)

Friday, March 13
Deadline 60 percent tuition refund

Monday, March 16 - Friday, March 20
Class reservation on-line for Summer 2009 (five days only;
    see Tuesday, March 24, for walk-in registration for
    Summer 2009)

Friday, March 20
Deadline 50 percent tuition refund
Priority deadline for 2009 Summer Sessions financial
    aid applications

Tuesday, March 24
Walk-in registration begins for Summer 2009

Wednesday, April 1
Priority deadline for USD financial aid applications for fall
    and/or spring semesters, 2009-2010 for graduate students

Friday, April 3
Last day to withdraw from classes
Deadline for removal of incompletes from fall semester
    and Intersession

Monday, April 6
Class reservation begins for Fall 2009

Thursday, April 9 - Monday, April 13
Easter break (no classes; offices closed Friday, April 10)

Tuesday, April 28
Deadline for completion of dissertation defense for Spring
    2009 graduation (Ph.D., Ed.D.)

Tuesday, May 12
Last day of classes
Last day to petition for January 2010 graduation
Completed dissertations and all fees and forms due
    in Graduate Records office for Spring 2009 graduation
    (Ph.D., Ed.D.)
Two bound copies of completed master's thesis due
    in Graduate Records Office for Spring 2009 graduation

Wednesday, May 13 - Thursday, May 14
Study period

Friday, May 15 - Thursday, May 21
Final examinations

Saturday, May 23 - Sunday, May 24
Commencements

Friday, July 24
Deadline for completion of dissertation defense for
    Summer 2009 graduation (Ph.D., Ed.D.)

Friday, Aug. 7
Completed dissertations and all fees and forms due in
    Graduate Records Office for Summer 2009 graduation
    (Ph.D., Ed.D.)
Two bound copies of completed master's thesis due
    in Graduate Records Office for Summer 2009 graduation

2009 Summer Sessions (optional)

Monday, June 1
First day of first session

Friday, Aug. 21
Last day of last session

See the 2009 *Summer Sessions Bulletin* for specific courses, dates and registration procedures

University of San Diego

HISTORY

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

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

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

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

The men and women who share the life of the University of San Diego as students and contribute to its growth are a multi-talented group who have many options in their life's choices. They have chosen USD for various reasons: most of them would like to acquire the power to think clearly and independently; to form sound and discriminating judgments;

to satisfy a developing intellectual curiosity; and to accept as their own the values of authentic freedom, openness to change, and responsibility to serve the society in which they live. They attend a Catholic university, and the majority of them are Catholics who share certain commitments and wish to explore vital religious questions in a free, yet informed way; but a high percentage of students of other faiths ensures the presentation of a diversity of views, so characteristic of the pluralistic American society.

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

MISSION STATEMENT

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

CORE VALUES

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

Academic Excellence

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

Knowledge

The university advances intellectual development; promotes democratic and global citizenship; cultivates an appreciation for beauty, goodness, and truth; and provides opportunities for the physical, spiritual, emotional, social, and cultural development of students. The university provides professional education grounded in these foundations of liberal learning while preparing students to understand complex issues and express informed opinions with courage and conviction.

Community

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

Ethical Conduct

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

Compassionate Service

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

THE CAMPUS

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

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

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

Located near the west end of campus are the Joan B. Kroc Institute for Peace & Justice building, the Avila, Barcelona, Coronado and Durango buildings and the new School of Leadership and Education Sciences building, expected to open in the fall of 2007.

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

A NONPROFIT CORPORATION

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

OFFICIAL RECOGNITION AND ACCREDITATION

The University of San Diego is incorporated under the laws of the State of California and is invested with full power to confer degrees. It is accredited by the Western Association of Schools and Colleges (985 Atlantic Ave., Suite 100, Alameda, CA, 94501; (510) 748-9001), and is approved for veterans. The undergraduate, graduate, and accounting programs of the School of Business Administration are accredited by AACSB International – The Association to Advance Collegiate Schools of Business (777 South Harbour Island Blvd., Suite 750, Tampa, FL, 33602; (813) 769-6500). 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 Marital and Family Therapy program in the School of Leadership and Education Sciences is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) (112 South Alfred Street, Alexandria, VA, 22314; (703) 838-9808). The Professional Education Unit (PEU) at the School of Leadership and Education Sciences is accredited by the National Council for Accreditation of Teacher Education (NCATE) (2010 Massachusetts Ave., NW, Suite 500, Washington, D.C., 20036; (202) 466-7496). This accreditation covers Learning and Teaching, School

Counseling, Special Education, and Education
Accreditation to accredit programs for the preparation of
teachers and other professional school personnel. The Special
Education program in the School of Leadership and Education
Sciences is nationally recognized by The Council for
Exceptional Children (CEC) (1110 North Glebe Road, Suite
300, Arlington, VA, 22201-5704; (703) 620-3660). The
university is authorized by the California Commission on
Teacher Credentialing (CCTC) (1900 Capitol Ave.,
Sacramento, CA, 95814; (916) 445-7254) to recommend
candidates for the Multiple Subject BCLAD emphasis teaching
credentials, Multiple Subject and Single Subject teaching
credentials, the Education Specialist and Education Specialist
with Internship credentials (Special Education), the
Administrative Services and Administrative Services with
Internship credentials, and the Pupil Personnel Service
credentials. The School of Law is accredited by the American
Bar Association (750 N. Lake Shore Drive, Chicago, IL,
60611) and is a member of The Order of the Coif and the
Association of American Law Schools.

MEMBERSHIPS

The University of San Diego holds membership
in the following:
Academy of International Business
Accreditation Board for Engineering and Technology, Inc.
Alliance on Business, Education and Scholarship for tomorrow
American Association of Colleges of Nursing
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions
    Officers (AACRAO)
American Association for Paralegal Education
American Bar Association
American Camping Association
American College Personnel Association (ACPA)
American Council on Education (ACE)
American Historical Association
American Institute of Architects
American Institute of Graphic Arts (AIGA)
American Payroll Association
American Political Science Association
American Psychological Association
American Society for Engineering Education
American Society of Comparative Law, Inc.
Asia 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 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 Independent California Colleges and
    Universities (AICCU)
Association of NROTC Colleges and Universities
Association of Physical Plant Administrators (APPA)
Association of Student Affairs at Catholic Colleges and
    Universities
Association para la Educacion Teologica Hispania
Balboa Art Conversion Center
Better Business Bureau
BINACOM
BIOCOM
California Association of Colleges of Nursing
California Chamber of Commerce
California Restaurant Association
Campus Card Systems Users Group (CCSUG)
Campus Compact - California
Center for Academic Integrity
College Board (College Entrance Examination Board and
    Scholarship Service)
College and University Personnel Association (CUPA)
College and University Resource Board
Collegium
Commission on Collegiate Nursing Education
Consejo Latinoamericana de Escuela de Administracion
Council for the Advancement and Support of Education
    (CASE)
Council for Higher Education Accreditation (WASC)
Council for Opportunity in Education
Council of Graduate Schools in the United States
Council on Legal Education Opportunity (CLEO)
Council on Undergraduate Research
Educause
Educause Center for Applied Research (ECAR)
Greater San Diego Employers Association
Higher Education Recruitment Consortium (HERC)
The Hispanic Association of Colleges and Universities (HACU)
Independent College Bookstore Association
Independent Colleges of Southern California (ICSC)
InfoEd International
International Association of University Presidents
Japan Society of San Diego and Tijuana
Leadership Alliance
Mountain Pacific Association of Colleges and Employers
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 Stores
National Association of College and University Business
    Officers (NACUBO)
National Association of College Concessionaires
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 Convenient Stores
National Association of Educational Buyers
National Association of Foreign Student Affairs (NAFSA)
National Association of Independent Colleges and Universities (NAICU)
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Collegiate Athletic Association
National Collegiate Honors Council
National Council for Research on Women
National Council for Accreditation of Teacher Education
National Fire Protection Association
National Intramural-Recreation Sports Association
National Safety Council
North American Association of Summer Sessions
Pacific Association of Collegiate Registrars and Admissions Officers
Professional Association for Design (AIGA)
Rotary Club of San Diego
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

Sigma Theta Tau International (Nursing's equivalent of Phi Beta Kappa)
Society for Human Resource Management
Southern California Consortium on International Studies
Southern California Higher Education Recruitment Consortium
Southern California Intersegmental Articulation Council
Sponsored Projects Information Network
The State Bar of California
University Risk Management and Insurance Association
Urban League
Western Association of College and University Business Officers
Western Association of College and University Housing Officers
Western Association of Graduate Schools
Western Association of Summer Session Administrators
Western College Association and Western Association of Schools and Colleges (WASC) (985 Atlantic Ave., Suite 100, Alameda, CA, 94501; (510) 748-9001)
Western Economic Association International
Western Institute of Nursing

Policies and Practices

EQUAL OPPORTUNITY

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

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

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

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

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

POLICY PROHIBITING DISCRIMINATION AND HARASSMENT

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

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

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

DEFINITIONS

Discrimination

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

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

Harassment

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

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

COMPLAINT PROCEDURE

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

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

1. Complaints Against Administrators or Staff:

Associate Vice President for Human Resources
Maher Hall, Room 101
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4594

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

Dean of Students
Hahn University Center, Room 232
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4590

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

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

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

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

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

Dean, Hahn School of Nursing and Health Science
Hahn School of Nursing, Room 207
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4550

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

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

INVESTIGATION AND CORRECTIVE ACTION

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

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

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

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

Retaliation Prohibited

The university prohibits and does not tolerate retaliation against any individual who in good faith files a complaint of unlawful discrimination or harassment or is involved as a witness or participant in the complaint or investigation process. Engaging in unlawful retaliation can result in disciplinary action, up to and including dismissal from the university.

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

Right to Appeal

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

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

The appeal should be granted only if the president or the vice president who is deciding the appeal concludes that the finding of unlawful discrimination, harassment or retaliation was not reasonably based upon the evidence and information available to the investigator, or that the corrective action imposed was not reasonably based upon the evidence and information available to the university official who made the decision regarding the corrective action.

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

Hate Crimes

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

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

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

Students who experience or witness any form of hate crime on campus should immediately report the incident to the Office of Public Safety which will notify the vice president for student affairs and initiate an investigation.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACTS

The University of San Diego adheres to and complies with the Family Education Rights and Privacy Act of 1974 (FERPA or the "Buckley Amendment"). FERPA protects the privacy of the education records of students who are or who have been in attendance at the university. FERPA does not apply to the records of an individual who was an unsuccessful applicant for admission to the university, or otherwise was not in attendance at the university.

All members of the university community who have access to student education records are required to comply with this policy. Employees who have access to student education records are required to complete an online tutorial regarding FERPA and its requirements.

The university affords current and former students with the right to inspect and review their education records within 45 days of written request for access. FERPA identifies certain types of records that are not subject to inspection and review by students or otherwise not considered to be education records.

Unless the disclosure is subject to an applicable exception under FERPA, the university will not release personally identifiable, non-directory information derived from a student's education records or allow access to those records without the prior written consent of the student. Except in the case of direct disclosure to the student, the consent must be written, signed and dated, and must specify the records to be disclosed and the identity of the recipient. Parents and legal guardians do not have the right to view a student's education records. The university may release such records with the written consent of the student or if the student is the parent's or legal guardian's dependent as defined in the Internal Revenue Code. Parents or legal guardians who wish to obtain access to a dependent student's education records will be required to file a form annually with the Office of the Registrar requesting release of the records.

The university notifies students annually of their rights under FERPA. The annual notice also specifies the categories of information that are designated by the

university as directory information. The university will allow a reasonable period of time after the annual notice is provided for the student to inform the university in writing that information designated as directory information should not be released without the student's prior written consent. Directory information may appear in public documents and may otherwise be disclosed without the student's consent unless the student objects as described above.

A student who believes that information contained in his or her education records is inaccurate, misleading or otherwise in violation of his or her privacy rights may submit a written request to the Office of the Registrar or other appropriate office, specifying the document(s) being challenged and the basis for the complaint. Within a reasonable period of time following receipt of the written request, the appropriate office will decide whether to amend the records in accordance with the request. If the decision is to refuse to amend the records, the student will be notified of the decision and will be advised of a right to a hearing.

A student may initiate a hearing by submitting a request in writing to the vice president of academic affairs and provost within 60 days of receiving notice of the university's denial of a student's written request to amend the education records at issue. The university will hold a hearing within a reasonable time after it has received the student's written request for a hearing. The student will be given reasonable advance notice of the date, time and place of the hearing. The hearing will be conducted by a university official who does not have a direct interest in the outcome of the hearing. The student will be given a full and fair opportunity to present evidence relevant to the issues raised to support the student's belief that the information contained in the education records at issue is inaccurate, misleading or otherwise in violation of his or her privacy rights. The university will make its decision in writing within a reasonable period of time following the conclusion of the hearing. The decision must be based on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision. The written decision will be provided to the student, the Office of the Registrar and any other university officials who have a business reason to be informed of the decision. If a student is dissatisfied with the results of a hearing, the student may place a statement in the records to that effect.

If a student believes that the university has not fully honored his or her privacy rights under FERPA, a written complaint may be filed with the Family Policy Compliance Office, United States Department of Education, 400 Maryland Ave. S.W., Washington, D.C., 20202-4605.

For more information, please contact the university's FERPA Web site or the Office of the Registrar.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 states that, "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. See also immediately below.

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, for example — the definition includes people with a wide range of less visible disabilities. These include psychological and psychiatric concerns, learning disabilities, ADHD, or some chronic health impairments such as epilepsy, diabetes, arthritis, cancer, cardiac problems, HIV or AIDS and others.

In order to access the rights guaranteed in section 504 and ADA, a student must self-identify and present documentation indicating that the disability substantially limits one or more major life activities, including learning. See also the *Disability Services* section on page 26.

GRADE GRIEVANCE PROCEDURES

The instructor's or 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, the student may seek advice from the departmental chair or program director.

3. If the matter is not satisfactorily settled at number 2, 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 adviser.

STUDENT CONDUCT

Students attending the University of San Diego are accountable to the *Student Code of Rights and Responsibilities*, which is published online at www.sandiego.edu/archways. Included in the code are the Rules of Conduct, Disciplinary Process and Sanctions, University Policies and Procedures and the Academic Integrity Policy. Parking regulations are available at parking services.

Information Resources and Facilities

COPLEY LIBRARY

The Helen K. and James S. Copley Library, located on the
west end of the campus, houses more than 500,000 books
and bound periodicals and includes subscriptions to several
thousand paper and electronic journals. A large media
collection of video and audio tapes, laser discs, DVDs,
compact discs, and slides is available in the library, as well
as a wide variety of reference works, government
documents, newspapers, rare books, and the university
archives. Nine library faculty and additional professional
and support staff make the collection available to the
university community.

A library computer system, called SALLY, provides access
to Copley Library's books, journals, and media materials as
well as the holdings of the Legal Research Center.

Copley Library is open 107 hours each week and its
resources are organized in accessible open stacks.

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

In addition to its own collection and the Library
Circuit, Copley Library has access to the catalogs of
academic and large public libraries worldwide, and can
request books and journal articles through interlibrary loan.

The Internet, photocopy machines and microform
reader or printers are available for student use. Study spaces
are available for more than 600 students and include group
study areas, quiet carrels, and pleasant reading rooms
furnished with antiques and contemporary art.

LIBRARY MEDIA SERVICES

The software collection and the viewing carrels are located
in Copley Library. Students may check out or view media
in the library and instructors may leave media on reserve
for that purpose.

LEGAL RESEARCH CENTER

The Katherine M. and George M. Pardee, Jr. Legal
Research Center, located just east of the School of Law, has
a collection of more than 525,000 volumes and volume
equivalents. The computer research systems include Lexis,
Westlaw, Nexis, Legal Trac, special subject databases and
the Internet. The LRC is a state and federal documents
depository and has collections of United Nations and
human rights documents. It is open to all USD students.

INSTRUCTIONAL TECHNOLOGY
SERVICES

Instructional Technology Services (ITS) is comprised of:
media production; digital graphic design; a multimedia lab
located in Maher Hall, Room 176, and equipment repair
and installation; and media equipment checkout located in
Maher Hall, Room 186. Hours of operation are Monday
through Friday from 8 a.m. to 5 p.m.

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

Please call (619) 260-4567 for information.

ACADEMIC TECHNOLOGY SERVICES

Academic Technology Services supports computing,
communication and educational technology facilities for
students, faculty and research activities. A campus-wide
ethernet network provides access to mail, the Internet,
WebCT 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 classroom used
for lab access as available. All lab workstations have
access to the campus network via either Novell,
Appletalk, or TCP and IP services.

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

Additional Resources and Facilities

ALUMNI ASSOCIATION

The Alumni Association promotes, supports and advances a mutually beneficial relationship between the University of San Diego and its alumni and students. Governed by a Board of Directors, the association engages alumni on behalf of the students of the University of San Diego. The association sponsors student-alumni programming, scholarships, Homecoming and Class Reunions, Alumni Honors, regional and affinity-based alumni programs and other special events. The Alumni Online Community provides graduates the ability to reconnect and network with classmates via the Web (Web site: alumni.sandiego.edu). Special interest groups include:

The Alumnae/i of the Sacred Heart

A unit of the national Associated Alumnae/i of the Sacred Heart (AASH), an organization of former students and graduates of the Sacred Heart schools throughout the world, organized to promote the philosophy and traditions of Sacred Heart education. Sacred Heart alumnae from the university represent graduates from the San Diego College for Women, classes 1953 to 1972.

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 Hahn School of Nursing and Health Science and the university.

BOOKSTORE

The USD Bookstore, located in Loma Hall, stocks all required textbooks (new and used) and school supplies. In addition, there is a selection of general books, calculators, art supplies, cards and gift items, stationery, USD apparel, class rings, emblematic merchandise, backpacks and magazines. 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, as well as CampusCash. Three weeks prior to the start of each semester you may order your books on its Web site, www.usdbookstore.com.

Bookstore Regular Semester Hours:

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

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

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

Express Store Regular Semester Hours:

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

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

To confirm hours, or for more information, 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, 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 USD departments utilizing the services of the CCSO include:

- All Dining Services facilities
- Academic Technology Services
- Bookstore
- Career Services
- Copley Library
- Housing and Residential Life (Door Access)
- Jenny Craig Pavilion
- Ticket Booth
- Registrar's Office
- Student Health Center
- School of Business Administration (Door Access)
- Cardiff Coffee
- Mail Center
- Athletic Center
- Outdoor Adventure

Additional off-campus vendors include:
- Domino's Pizza
- Ryan's Café
- Optometric Express

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

VISA, MasterCard, American Express, Discover and CampusCash are accepted for your convenience. Students and parents can also make CampusCash deposits to accounts online. Visit us at www.campuscash.sandiego.edu.

The CCSO is located in the Bookstore in Loma Hall. Hours are Monday through Friday 9 a.m. to 4 p.m. Please check our Web site for extended hours www.sandiego.edu/campuscard. For more information or to contact them, call (619) 260-5999 or e-mail them at campuscard@sandiego.edu.

CAREER SERVICES

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

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

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

DINING

Dining Services is pleased to offer a variety of flexible dining options and meal plans for all graduate students. We cook, we clean, and you eat — it's that easy! USD Dining serves a delicious variety of freshly prepared and nutritious foods, affordably priced at eight convenient locations. For more information on meal plans, dining locations and hours, visit the dining Web site www.sandiego.edu/dining.

ENGLISH LANGUAGE ACADEMY

The English Language Academy (ELA) offers an intensive English language proficiency and cross-cultural program.

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

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

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

GRADUATE STUDENT ASSOCIATIONS

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

RESIDENTIAL LIFE

Campus housing is offered for graduate and law students in two areas: the Presidio Terrace Apartments, 43 one-bedroom apartments located on Linda Vista Road; and Manchester Village Apartments, located on the east end of campus where tram service is available. Manchester Village apartments have two single bedrooms with private bathrooms, shared living and dining areas and kitchens. Each bedroom is individually wired for phone and Internet access. Manchester Village includes study rooms, a laundry room, and two levels of underground parking. All campus apartments are fully furnished.

The residents will sign academic year contracts that offer special extended contract occupancy periods of Sept. 1 through May 31 with continuous occupancy (including Christmas break, Intersession, and Spring Break). The 2007-2008 room-only fees will be approximately $5,850 per semester for a single unit at Presidio Terrace Apartments or $5,000 for a single room in the Manchester Village Apartments. Summer housing and early August move-ins (especially for law students) can be arranged by contacting the Department of Residential Life.

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

Interested graduate and law students who will be enrolled full-time in the fall of 2007 can request campus housing for the fall by making a nonrefundable $250 room reservation prepayment at the Cashier's Office, located in the Hughes Administration Center, and then contacting the Department of Residential Life in the Mission Crossroads Building to request the Housing and Dining Services Contract packet. Applications will be accepted

on a "first-come, first-served" basis and a waiting list will be kept when all apartments have been reserved for the fall.

The Department of Residential Life has an Internet Web page with two links directed to assist graduate students of the University of San Diego in locating off-campus housing accommodations. The Web page is located at www.sandiego.edu/residentiallife.

For graduate students looking for housing, the Off-Campus link is very useful. The Off-Campus Housing Resource provides listings of apartment complexes within a five-mile radius of the university. This listing also provides addresses and phone numbers and a link to Mapquest, which provides a map of the apartment location. In addition, this page links up with the *San Diego Union Tribune*, *Apartments for Rent*, *On-line Rental Guide* and *Apartment Guide*.

For graduate students interested in sharing accommodations rather than renting their own apartment, we also provide a Bulletin Board link. This is a listing of other individuals searching for roommates, landlords with rental property (i.e., condos or houses), or rooms for rent in private homes.

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 the International EXPO 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 the 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 Vista Apartments. Mailboxes for Manchester Village residents are in Building II, just past the lobby. When available, non-resident students may rent mailboxes at a cost of $20 per semester.

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

The Mail Center is not a licensed U.S. Post Office.

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, Valley Café and Fitness Center and Manchester multi-use field, softball field, soccer and multi-use field by the Mission residence halls. In addition, sailing, water-skiing, and surfing facilities and equipment at the Mission Bay Aquatic Center are available for use on a fee basis by the USD community.

Graduate 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, graduate 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 campus recreation office at (619) 260-4533 or check the Campus Recreation Web site at www.sandiego.edu/campusrecreation.

STUDENT WELLNESS

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

If you or someone you care about is in need of assistance, or could benefit from our services, please log on to the Web pages of the wellness units (www.sandiego.edu/wellness) to get more information on how to access services, or call us to

discuss your concerns. All of the wellness services are are confidential and available to enrolled students free of charge.

Alcohol and Other Drug Services (AODS)
Hahn University Center, Room 221; (619) 260-4618
www.sandiego.edu/aods

AODS serves the USD community through educational opportunities, clinical programs, and research initiatives to reduce problems associated with alcohol and other drug use.

Alcohol.Edu and Web-Based Assessments: All incoming undergraduate students at USD are required to take an online education course designed to teach them important facts about alcohol and other drug use on college campuses. Two anonymous Web-based assessment and feedback tools are available for graduate students. The E-Chug for alcohol use and the E-Toke for marijuana use can be found on the MySanDiego portal. Both tools provide individuals with the opportunity to learn about alcohol or marijuana use and utilize a peer-to-peer comparison of substance use based on other college students in the United States and at USD.

Individual Consultations: Individual meetings are designed to provide education, discuss healthy life choices, decrease high risk alcohol and other drug related behaviors, and provide treatment and referrals when indicated. Meetings are either voluntary or mandatory, depending on the referral source, and all information is completely confidential. Interventions are modeled after empirically based best practices in the field of prevention and treatment of alcohol and other drug issues. Graduate students are free to contact AODS if they are concerned about themselves, a friend, or a family member.

Educational, Support, and 12-Step Groups: AODS provides three types of groups: educational, supportive, and access to 12-step groups based on student need. Educational groups are a forum for communicating accurate information about alcohol and other drug issues to the USD community. Educational groups provide the opportunity for students to reflect on past experiences and make future decisions from an informed position. Support groups related to alcohol and other drug issues are available on an as needed basis to connect students facing similar issues with peer support. AODS connects students with on and off campus twelve step groups based on the principles of Alcoholics Anonymous and the student's stage of recovery.

Research Initiatives: AODS actively participates in research and evaluation related to alcohol and other drug issues. The current primary research focus is funded by a National Institute of Health (NIH), National Institute of Alcohol Abuse and Alcoholism (NIAAA) grant. The project is a parent-based intervention for the incoming freshman class at USD. The project is being completed in collaboration with the USD Department of Psychology and there are currently 10 part-time students working on it. Graduate positions are sometimes available. Please contact the AODS office if you are interested in a graduate assistant position.

AODS Hours and Staffing: To schedule an individual appointment, consult, or training, or for additional information about our programs and services, please call (619) 260-4618, e-mail our office coordinator at to jdavid@sandiego.edu., or stop by our office in Hahn University Center, Room 221. For information about the Freshman Parent Teen Research Initiative please call (619) 260-2297 or e-mail us at FRI@sandiego.edu.

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

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

Counseling Services: 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 or alcohol abuse specialists, nutritionists and attorneys.

Prevention and Education: 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. Support groups have addressed topics such as body image and eating concerns, academic concerns, substance abuse, freshman adjustment, and relationship issues.

Academic consultation: 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 adviser).

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

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

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, individuals with disabilities are guaranteed certain protections and rights regarding equal access to programs and services. In order to access these rights, a student must self-identify and present documentation 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 or 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 or 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 and 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 assessing his or 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 or psychological disabilities, and/or medical disabilities, please refer to the Disability Services' Web site at 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 Center
The Student Health Center is available to all registered USD students. Services provided by the Health Center include: care of acute, non-emergency illnesses and injuries; on-going care for existing medical conditions; preventive services such as immunizations, well-woman exams, check-ups, cholesterol screening and study abroad exams; and health education. The staff at the Student Health Center can also provide referrals to specialists in the community. The Health Center opens daily at 8:30 a.m. during spring and fall semesters, and stays open until 4:30 p.m. on Mondays, Tuesdays, Thursdays, and Fridays. Wednesday clinic hours are from 8:30 a.m. to 11:30 a.m., and from 1:30 p.m. to 6:30 p.m.

A physician, nurse practitioner and registered nurse are in the Health Center every day. Limited same-day appointments are available. Students requesting same-day appointments may be triaged first by a nurse. Students with urgent medical questions may call the on-call provider after hours. For on-campus emergencies, call Public Safety at ext. 2222. Call 911 for emergencies that occur off-campus.

There is no charge to see a doctor or nurse practitioner. Laboratory examinations may be obtained at the Health Center for a low fee, or patients choosing to use their insurance to pay for such services can be sent to an outside facility. The Health Center has many medications on site which also may be directly purchased from the center; however, prescriptions for outside pharmacies can be provided to patients who prefer to use their health insurance to purchase medications. Fees will

be charged for procedures such as suturing and suture removal, spirometry, ECG assessment, respiratory treatments, toenail removal, and cryotherapy for wart removal. The Student Health Center accepts CampusCash, cash, MasterCard and personal checks as a form of payment.

STUDENT HEALTH INSURANCE

The student health center offers primary care services to USD students. Emergency care and specialists are not covered by USD. Therefore, it is very important that all students obtain health insurance.

For student health insurance information and possible future changes in insurance requirements, contact the Student Health Center located in Camino Hall, Room 161; (619) 260-4595 or visit the Web site for insurance options at www.sandiego.edu/healthcenter.

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 in the Hahn University Center, Room 132.

UNIVERSITY CENTER

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

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

University Center Hours:
Monday through Friday	7 a.m. to 11 p.m.
Saturday	9 a.m. to 10 p.m.
Sunday	9 a.m. to 11 p.m.

UNIVERSITY MINISTRY

University Ministry offers programs and services for graduate and law students to assist them in developing an adult faith, forming a strong worship community, serving the poor and acting for justice.

Though these programs and services have a Catholic perspective, persons of all religious traditions and those searching for their religious identity are welcome to participate in all the activities. They include Mass, retreats, scripture study, pastoral counseling, spiritual direction, liturgical ministries, ecumenical services, social justice opportunities, faith reflection groups and Founders Chapel choir.

Those interested in learning more about the Catholic Church or preparing for the Sacraments of Initiation (Baptism, Eucharist, Confirmation) are invited to attend programs offered from mid-September to early May.

For a brochure and more information please contact University Ministry, Hahn University Center, Room 238; (619) 260-4735; www.sandiego.edu/ministry; or call (619) 260-7770.

Centers and Institutes

SCHOOL OF BUSINESS ADMINISTRATION CENTERS AND INSTITUTES

For centers and institutes within the School of Business Administration, please see pages 81-82. These include:
- John Ahlers Center for International Business
- Burnham-Moores Center for Real Estate
- Accountancy Institute
- Supply Chain Management Institute

CENTER FOR LEARNING AND TEACHING

The Center for Learning and Teaching (CLT) provides assistance to faculty in all phases of their pedagogical development from the time they first arrive at the University of San Diego through their emeriti years. The center is committed to the promotion of the institution's core values of academic excellence, knowledge, community, ethical conduct, and service. Faculty can participate in events, including workshops, panels, forums, and showcases, and they can contact the center directly for individual assistance. Each of CLT's offerings has the central goal of exploring an array of issues related to teaching and development. The center is staffed by the director, the assistant director, and the Faculty Advisory Committee of academic and administrative representatives. The center also works closely with program developers and with instructional technology designers from across the university community. It is strongly allied with curriculum development in working with the Core Curriculum Committee, fosters international opportunities for faculty through various university-wide, and promotes student learning through its connections with the preceptorial program and student affairs. The CLT staff are in the process of developing a variety of resources online, including many scholarly references and program links related to faculty development. For current information on programs and events, log on to www.sandiego.edu/clt.

CENTER FOR THE STUDY OF LATINO/LATINA CATHOLICISM

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

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

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

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

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

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

Mexico, Puerto Rico, the Dominican Republic, Cuba, Brazil and Europe.

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

USD CENTER FOR CHRISTIAN SPIRITUALITY

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

The goal of the center is to address and foster spirituality in four areas:
• personal enrichment
• professional life
• academic life
• social justice

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

The center is housed in the College of Arts and Sciences in the Department of Theology and Religious Studies. Student participation is welcome. For information, contact the CCS in Maher Hall, Room 280, or call (619) 260-4784.

JOAN B. KROC INSTITUTE FOR PEACE & JUSTICE

Dedicated to fostering peace, cultivating justice and creating a safer world, the Joan B. Kroc Institute for Peace & Justice (IPJ) at the University of San Diego is an international nonprofit organization working to improve the lives of those caught in the web of armed conflict and human rights abuses. Founded in 1998 with a $25 million gift from philanthropist Joan B. Kroc, the institute began programming in 2001. Additional public and private grants and donations support the IPJ in building a more just, tolerant and peaceful global community.

The fundamental philosophy of the IPJ is that sustainable peace is possible only through the observance of human rights, the inclusion of civil society, and the incorporation of justice in peacebuilding processes. Working to address past injustices and prevent future conflict, the IPJ provides facilitation, mediation, and training on collaborative peacebuilding techniques to political parties, civil society, the military and professionals in the field.

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

From the San Diego region to countries such as Nepal and Côte d'Ivoire, the IPJ has helped citizens, media, women, youth and local leaders better understand peace and justice issues. They in turn teach others, creating a network of skilled, motivated peace-builders in the local and international arenas.

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

Institute Programs

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

For more information, call (619) 260-7509; fax (619) 260-7570; e-mail ipj@sandiego.edu; or visit the Web site at www.peace.sandiego.edu.

Master's Degree in Peace and Justice Studies

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

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

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

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

MANCHESTER FAMILY CHILD DEVELOPMENT CENTER

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

Affiliated with USD's School of Leadership and Education Sciences, the center serves as a practicum and research site for members of the university community. The center accepts all children between the ages of 2 ½ 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 border-related issues 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 provides the students and faculty of the university, as well as the people of the United States-Mexico border community within which the university is located, information, contacts, and opportunities for study, research, internships, academic exchange, partnerships, and service-learning.

The Trans-Border Institute is organized to encourage participation of students, faculty, staff, and 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 hosting speakers and events, a Research Grant Program for both student and faculty research on border-related issues, a Web site with U.S.-Mexico border resources and a newsletter. The TBI co-sponsors other programs and activities related to the border and the broader area of Latin America. The TBI has ties with the Center for U.S.-Mexican Studies at UCSD, the Institute for Regional Studies of the Californias at SDSU, the Colegio de la Frontera Norte, and other border studies institutes in Europe and Latin America.

VALUES INSTITUTE

The principal aim of the Values Institute is to provide a place where people can come together for the thoughtful discussion of difficult moral issues. We seek to provide such a place for members of our own immediate university community, for members of our own local San Diego community, and for the larger national and international communities of students and scholars through courses, lectures, seminars, workshops, and conferences, both on campus and on the World Wide Web.

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

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

The Values Institute, through its support of ethics updates (www.ethics.sandiego.edu) and ethics videos (www.ethics.sandiego.edu/video), seeks to make resources in ethics available to students, faculty, and the interested public through the World Wide Web. It receives approximately two million visits annually.

Summer and Intersession Office

INTERSESSION

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

The Intersession class schedule may be obtained at the Summer and Intersession Office, Founders Hall, Room 108 or online at www.sandiego.edu/sio. Students must have their adviser's signed permission to register and must pay in full at the time of registration unless using the Web Reservation System. Students using the Web Reservation System must pay by the deadline printed in the *Intersession Bulletin. Note:* the refund policy for Intersession is different from that of the fall and spring semesters. See the *Intersession Bulletin* for payment options: E-pay, financial aid, credit card or check.

SUMMER SESSIONS

Academic courses are offered in sessions of various lengths over the 12-week summer period. Students may take one more unit than the number of weeks in the session (for example, 4 units in a 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 Summer and Intersession Office, Founders Hall, Room 108 or online at www.sandiego.edu/sio. Students must have their adviser's signed permission to register and they must pay in full at the time of registration unless using the Web Reservation System. Students using the Web Reservation System must pay by the deadline printed in the *Summer Sessions Bulletin. Note:* the refund policy for Summer Sessions is different from that of the fall and spring semesters. See the *Summer Sessions Bulletin* for payment options: E-pay, financial aid, credit card or check.

Study Abroad Opportunities

GUADALAJARA PROGRAM

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

SCHOOL OF BUSINESS ADMINISTRATION
Ahlers Center for International Business

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

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

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

SCHOOL OF LAW INSTITUTE ON INTERNATIONAL AND COMPARATIVE LAW

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

Students receive intensive training and benefit from exposure to different cultural milieus, guest faculty viewpoints, foreign legal institutions, and international history through tours and simulated legal proceedings. Students attend the Institute from all over the world. Graduate students in international relations or international business may be accepted into this program. Contact the program coordinator at (619) 260-7460, fax (619) 260-2230, or visit the Web site at www.sandiego.edu/lawabroad.

SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES
Global Center

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

Information for Applicants

ADMISSION

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

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

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

PROCEDURE

Application for admission must be made directly to:

> Office of Graduate Admissions
> University of San Diego
> 5998 Alcalá Park
> San Diego, CA 92110-2492
> (619) 260-4524 or (800) 248-4873

APPLICATION PRIORITY FILING DATES FOR ADMISSION

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

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

MATERIALS TO BE SUBMITTED BY APPLICANTS FOR DEGREES, CREDENTIALS, OR CERTIFICATES

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

1. The Application for Admission.
2. The stipulated Application Fee made payable to the University of San Diego. This is a nonrefundable fee and is subject to change. International students must pay in currency of the United States using an International Postal Money Order or a bank draft on a United States bank.

A D M I S S I O N F I L I N G D A T E S			
TERM OF MATRICULATION	**ADMISSION PRIORITY FILING DATE**	**ADMISSION FINAL FILING DATE**	**USD FINANCIAL AID DEADLINE***
Fall	May 1	Aug. 22	April 1
Intersession	Nov. 15	Dec. 15	–
Spring	Nov. 15	Jan. 15	April 1
Summer	March 15	May 15	–

(Refer to program descriptions in case earlier deadlines apply.)

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

3. An official transcript documenting each course taken beyond the high school level (whether or not within a degree program) and all degrees awarded. Transcripts that do not bear the registrar's signature and/or the institution's seal are not official and are, therefore, unacceptable. Applicants from outside the United States must give evidence of eligibility for university entrance by furnishing official records covering all university work. *English translations must accompany the records if the original is not written in English.*

4. Three letters of recommendation (preferably on special forms provided with the application materials) from professors familiar with the applicant's scholarly work or from professional supervisors who have had experience in a graduate program and who can provide information regarding the applicant's potential for success as a graduate student.

5. Current résumé (required for Business, Nursing and School of Leadership and Education Sciences; recommended for others).

6. Standardized admission test scores when required by department (see program sections and *Admission Tests* below).

ADMISSION TESTS

Some departments require applicants to submit the results of one of the standardized tests (see *Additional Requirements for Admission* in the program sections). Registration forms, fee schedules, priority deadlines, and additional information for these tests are available from the Office of Graduate Admissions or by writing or calling the testing services at the locations listed on page 36. USD's Institution Code number for all of these tests is 4849, this number must be included on the test registration form in order to have the official results sent to the university.

INTERNATIONAL STUDENT APPLICANTS

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

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

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

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

International students must show proof of adequate health insurance coverage while enrolled at USD and may select from several plans designed specifically for international students. Should you need to purchase insurance, information and forms are available in the International Programs Office, Hahn University Center, Room 132.

ENGLISH PROFICIENCY

Students enrolled in graduate programs at USD must be able to comprehend written English easily, to understand rapid, idiomatic English used in lectures and group discussions, and to express themselves clearly in spoken and written English. A student who is not proficient in English may need to take courses in an "English as a Second Language" program at USD's English Language Academy. Applicants are advised to contact the English Language Academy at (619) 260-8808 about this learning opportunity. All graduate applicants, regardless of citizenship, whose undergraduate education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a USD-approved post-secondary institution where English is the principal language of instruction must receive a minimum score of 580 (paper-based), 237 (computer-based), or 83 (Internet based) on the Test of English as a Foreign Language (TOEFL). The School of Business Administration graduate programs require a minimum score of 92 on the Internet-based exam. Individual degree programs may prescribe a higher minimum score.

The TOEFL is administered by the Educational Testing Service (ETS) and is given at test centers throughout the world, including locations within the United States (see box below for address and phone number).

NON-DEGREE SPECIAL STUDENTS

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

ADMISSION TO JOINT-DEGREE PROGRAMS

Students desiring to pursue two degrees in one of USD's joint-degree programs must be admitted separately to each of the two schools involved. Current admission

requirements and procedures for the College of Arts and Sciences and for the Schools of Business Administration and Nursing and Health Science are included in this *Bulletin.* For information regarding these joint graduate degree programs, please call the Office of Graduate Admissions at (619) 260-4524 or (800) 248-4873. Information and materials regarding admission to the School of Law should be requested from the Law School Admissions Office at (619) 260-4600, ext. 4528.

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

RECONSIDERATION FOR ADMISSION

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

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

T E S T I N G   I N F O R M A T I O N

CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST)
CBEST Program
National Evaluation Systems, Inc.
P.O. Box 340880
Sacramento, CA 95834-0880
Phone: (916) 928-4001
Fax: (916) 928-9242
Internet: www.Cbest.nesinc.com

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

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

TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)
TOEFL Services
P.O. Box 6151
Princeton, NJ 08541-6151
Phone: (609) 771-7100
Fax: (609) 771-7500
Internet: www.TOEFL.org

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

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

Expenses

2007-2008 EXPENSES FOR GRADUATE STUDENTS

All students are expected to become familiar with the financial obligations they incur by registering at the university. The following information provides the essential data; if in doubt, however, a student should check the USD Web site at www.sandiego.edu/studentaccounts, or make inquiries at the Student Accounts Office prior to the Registration or Fee Payment date. Tuition and fees listed here are for the fall and spring terms of the academic year 2007-2008; amounts for the 2008-2009 academic year have not been determined as of the date of publication. *Note:* The fees below take effect with the beginning of Summer Sessions 2007.

Application Fee

(non-refundable, payable with application)

Master's degree, Credential or Special applicant........$45
Doctoral degree..$45

Admission Deposit

(non-refundable, credited to the student's tuition)
Master's degree, Credential or Special applicant $50
School of Leadership and Education Sciences
    Master's degree or Credential programs $200
Doctoral degree $200
*Prices subject to change without notice.

Tuition, 2007-2008

College of Arts and Sciences
Students entering prior to Summer 2004 ....$1,030
Students entering after Spring 2004 ....$1,100

School of Business Administration
Students entering prior to Summer 2004 ....$1,020
Students entering after Spring 2004 ....$1,095

School of Leadership and Education Sciences
Students entering prior to Summer 2004
Master's students...$1,010
Doctoral students $1,025

Students entering after Spring 2004
Master's students...$1,085
Doctoral students $1,100

Hahn School of Nursing and Health Science
Students entering prior to Summer 2004
Master's students...$1,025
Doctoral students $1,040

Students entering after Spring 2004
Master's students...$1,100
Doctoral students $1,115

Auditing is one-half the regular per-unit tuition charge.*
For tuition information for extension courses, please
    contact the Office of Continuing Education.

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

Special Fees

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

REGISTRATION AND FEE PAYMENT POLICY

Class registration is not officially completed until all tuition and fees are paid, except for those students who have formally enrolled in the university's monthly installment plan described below. *Please note:* that students who have not paid their account in full (or are not current with installment plan payments) on or before the published payment deadline will be subject to the assessment of late fees, cancellation of course enrollment and housing assignment, and the application of holds preventing transcript release and registration privileges. In addition, delinquent student accounts may be referred to an external agency for collection. Any charges incurred by the university to collect delinquent account balances, including legal fees, will be the responsibility of the student. Delinquent account information may also be disclosed to credit-reporting agencies, which could endanger the student's credit rating *Note:* Students enrolled in Master's programs will pay Master's per-unit tuition fees for all coursework, at any level, at USD. Students enrolled in Doctoral programs will pay Doctoral per-unit tuition fees for all coursework, at any level, at USD. Reserved classes may be revoked if the student does not complete fee payment by the assigned fee payment dates in August and January for the fall and spring semesters respectively (see *Academic Calendar*, pages 6-11, for specific dates). There is a $150 late registration fee charged to all students who do not complete fee payment by the deadline in the *Academic*

Calendar. Accounts paid by a check which is returned by the bank uncollected are not considered paid. There is a $25 service charge for returned checks. A late payment fee of $150, if applicable, may be charged to the student account if a check is returned. This fee is in addition to the $25 service charge. Any benefit derived from, or deadline met by, remitting a check which is later returned by the bank, will become void. If a returned check transaction has been posted to a student account, USD reserves the right to refuse future payment in the form of a personal check from any individual for that student's account. Courses added after the published payment deadline must be paid in full at the time of registration. *Please Note:* that all refund checks will be issued in the student's name regardless of who remitted payment (unless the funds were received via parent, plus loan or credit card).

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

REGISTRATION OR FEE PAYMENT PROCEDURE

To complete the official registration process, the following steps are required by the student:
1. Dates, times, and location of class reservation are announced in advance on the USD Web site each semester;
2. Students may choose to complete the fee payment portion of registration conveniently by paying their student account online (www.sandiego.edu/studentaccounts). Students may also pay the required tuition, fees, and room and board at the Student Accounts Office, Hughes Administration Center, Room 207. Students enrolled in the university's monthly installment plan should remit their payment online on or before the first of the month; and,
3. If the student has any estimated financial aid, Federal Student or Parent Loans, Federal Perkins Trust Loan, or other student loans on his or her offer of financial assistance, and these loans or awards have not been posted to the account and are needed to assist the student in completing fee payment, the student must sign a deferment at the Student Accounts Office by the registration or fee payment deadline. There is no fee for properly deferring a student's account balance; however, failure to do so will subject the student to a $150 late registration fee.

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

PAYMENT PLANS

Prepayment Plan

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

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

Monthly Installment Plan

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

The Monthly Installment Plan operates according to the following guidelines:
1. The student account balance with the university must not be delinquent and prior semester charges must have been paid on a current basis to be considered for the installment contract.
2. Payments begin on Aug. 1 for the fall semester plan and on Jan. 1 for the spring semester plan.
3. To enroll in the monthly installment plan, the first payment must be received by Aug. 1 for the fall semester and Jan. 1 for the spring semester.
4. Adjustments are made to monthly installment plan payments as charges and/or credits occur.
5. In the event of a contract default, USD may refuse the student or contract buyer a subsequent retail installment contract.
6. All payments, which are due, (not postmarked) on the first of the month throughout the contract life, must be current. If a student's installment plan is not kept current, the university reserves the right to cancel the student's class reservations and room and board arrangements. If installment payments are not current at the time of fall and/or spring semester fee payment or registration deadlines, $150 late registration fee must be paid.
7. A $50 processing fee is required upon execution of the monthly installment plan per semester.

8. Tuition received is refundable in accordance with the university's published refund policy.
9. Installment payments are not available for study abroad, summer or Intersession.

Additional information on payment plans is available from the Student Accounts Office, Hughes Administration Center 207; (619) 260-4561; www.sandiego.edu/studentaccounts.

To establish a payment plan, monthly installment contracts are initiated one of two ways:
1. Log into USD E-pay. View your current statement, and then select "Make Payment" from the options drop down menu. If you are eligible to choose to pay your student account installment plan, you will see the installment amount due. In order to effectively initiate an installment plan contract, you must pay the exact amount indicated in the installment amount due line.
2. Go to www.sandiego.edu/studentaccounts, via the "Graduate Student" link and then to "Payment Plan Descriptions". Under "Plan III: Monthly Installment Plan", complete the "worksheet" and mail it into Student Financial Services with your first installment.

REFUND POLICY
1. **Fees** and **Deposits** are not refundable.
2. **Tuition** is fully or partially refundable *only* when a student withdraws officially during the published refund withdrawal schedule (see below). A *Notice of Withdrawal* form must be presented by the student to

the Graduate Records Office, Founders Hall 106, where it will be date stamped. The following schedule applies:
• 100 percent refund for withdrawal during the first two weeks of classes of the regular academic semester;
• 90 percent refund for withdrawal during the third week of classes;
• 80 percent refund for withdrawal during the fourth week of classes;
• 70 percent refund for withdrawal during the fifth week of classes;
• 60 percent refund for withdrawal during the sixth and seventh weeks of classes;
• 50 percent refund for withdrawal during the eighth week of classes; and
• **No Refund** of tuition will be made for withdrawal after the end of the eighth week of classes.

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

Note: The tuition refund policy for Intersession and Summer Sessions is published in the appropriate *Bulletins* because the sessions differ in length. For details please contact the Summer and Intersession Office in Founders Hall 108.

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

Financial Assistance

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

APPLICATION PROCEDURES
Students must complete the *Free Application for Federal Student Aid (FAFSA)* to be considered for federal and state aid. Additionally, students who started their program at USD before Fall 2004 must complete the *USD Financial Aid Application (FAA)* to be considered for USD funds. Students should review the *Guide to Applying for Financial Aid at USD*

on the USD Web site, www.sandiego.edu/financial_aid, or request a copy from the USD Office of Financial Aid (OFA) for deadlines and detailed information. Students should also inquire through the school or department to which they are applying regarding financial assistance opportunities specific to that school or department.

A. FINANCIAL ASSISTANCE AVAILABLE THROUGH THE USD OFFICE OF FINANCIAL AID
Eligibility Requirements
1. The student must be officially accepted by the Office of Graduate Admissions and must maintain satisfactory academic progress. "Special Students" (i.e., not admitted to a degree, certificate or credential program) are not eligible for financial aid.
2. The student must be a United States citizen or eligible non-citizen.
3. The student must not be in default on any federal loan or owe a refund on any federal grant.

4. Most programs administered by the USD Office of Financial Aid are based on financial need.
5. Most funds are available only to eligible students enrolled on at least a half-time basis (4.5 units for master's students, 3 units for doctoral students) who are pursuing a degree, credential, or certificate.
6. The FAFSA can be completed online at www.fafsa.ed.gov. The USD FAA and additional forms, applications and informational guides are all available on the USD Office of Financial Aid Web site at www.sandiego.edu/financial_aid or can be requested from the Office of Financial Aid.

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

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

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

Federal Stafford Loans
Federal Stafford Loans are available to help meet educational expenses. A graduate student pursuing a degree at USD ("Special Students" excluded) may apply for up to $20,500 per year. There are two elements of the Federal Stafford Loan Program:
1. The Subsidized Stafford is available to eligible students based on financial need (using information from the financial aid application forms and supporting documents). The interest on this loan is paid by the federal government on the student's behalf while the student is enrolled in an eligible program on at least a half-time basis. The maximum Subsidized Federal Stafford is $8,500 per year.

2. The Unsubsidized Stafford is available to all eligible students who are enrolled at least half-time. However, interest on this loan will accrue while the student is in attendance. The maximum Unsubsidized Federal Stafford is $12,000 per year plus any remaining eligibility from the Federal Stafford up to a total of $20,500.

The interest rate on the Federal Stafford and the Unsubsidized Federal Stafford for the 2006 or 2007 academic year was a fixed 6.8 percent. The interest rate is recalculated each July 1. To assure that loan funds are received on time, application should be made at least six to eight weeks before the beginning of the academic term. For more details on the Federal Stafford Loan, contact the USD Office of Financial Aid.

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

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

D. FINANCIAL ASSISTANCE FOR GRADUATE CERTIFICATE PROGRAMS
Students should consult the individual program director.

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

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

DONOR SCHOLARSHIPS AND GRANTS

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

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

Annual Scholarships and Awards

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

The Burnham Foundation Scholarship (Real Estate)
California Building Industry Association/Ernest W. Hahn Scholarship (Real Estate)
California Building Industry Association/Harry L. Summers Scholarship (Real Estate)
California Building Industry Association/Fieldstone Scholarship (Real Estate)
Mary Jane Charlton Nursing Scholarship
Danvera Foundation Scholarship for M.E.P.N. (Master's Entry Program in Nursing)
*Diversity Scholarship Program in the Department of Learning and Teaching
Foster Dissertation Award
*Eris McCoy Gallagher Scholarship Program (Education)
*Graduate Business Alumni Association Scholarship (Business)
*Bill Hannon Foundation Marine Science Scholarship
*Fred J. Hansen Scholarship (Master of Arts in Peace and Justice Studies)
Marion Hubbard Loan Fund (Nursing)
Elizabeth Judd Lebrecht Scholarship for Student Parents (Education)
The PMI Foundation Scholarship (Real Estate)
*The W. Scott McIntyre Memorial Scholarship
*Linda C. Romero Memorial Scholarship (Special Education)
*Other Esteem Scholarship (Counseling)
*Julie I. Wilkinson Scholarship (Nursing)
*Elizabeth Baker Woods Education Scholarship

*Special application required.

Endowed Scholarships

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

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

*Special application required.

Registration Policies and Procedures

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

REGISTRATION DEADLINES

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

NEW GRADUATE STUDENTS

All admitted applicants will receive new student information and registration materials with their letters of acceptance. Although new students are encouraged to meet with a faculty adviser prior to enrollment, they must wait until they receive a letter of admission and pay the admission deposit before they can register (*Note*: registration periods are listed in the *Academic Calendar*, pages 6-11). Students must observe all deadlines for return of registration materials and payment of fees. All international students must report to the Office of International Services promptly upon arrival at USD.

CONTINUOUS REGISTRATION

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

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

CHANGE OF COURSE REGISTRATION

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

Students who receive any form of financial aid must consult with the Office of Financial Aid if their registered units drop below the required number of units for continuation of aid.

Students who discontinue class attendance and neglect to withdraw officially from the course are subject to failing the class. Courses dropped before the last day to add a class will not be included on the transcript. Courses officially dropped between the last day to add classes and the last day to withdraw from classes will receive a grade of "W" (not included in the GPA). After the drop deadline, a grade will be reported for all courses.

Registered students who withdraw from the university (i.e., terminate all courses in progress) must officially drop their courses by filing a *Notice of Withdrawal* form in the Graduate Records Office, Founders Hall, Room 106. The same drop policies and deadlines apply to students who withdraw from the university as for those who drop only one course (see also *Withdrawal from the university*, page 44).

AUDITING

Graduate students in good standing may audit courses. They may attend a class without receiving credit, without the obligation of regular attendance, and without the right to have tests and examinations scored or corrected. Course-auditors are not eligible for credit by examination in the course.

Students interested in auditing must register for the course according to the usual procedures and pay a tuition fee equal to half the standard tuition fee. Students registering for credit have priority over those registering to audit.

CHANGE OF ADDRESS

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

USD E-MAIL ACCOUNTS FOR GRADUATE STUDENTS

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

CHANGE OF GRADUATE PROGRAM OR EMPHASIS

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

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

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

Procedure Two: File Admission Application with Graduate Admissions Office

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

LEAVE OF ABSENCE

An official leave of absence is an approved, limited suspension of participation in a graduate program during the fall and/or spring semester. A leave allows students in good academic standing to take time off and return to the university without applying for readmission. However, a leave does not constitute grounds for an extension of the time limit for degree completion. Under ordinary circumstances, leaves will be granted for up to one calendar year. Students who fail to return (or obtain permission to extend their leave at the end of the approved term) and who later wish to return to the program, will be required to reapply for admission under the admission and program requirements in effect at the later date. Generally a leave will not be granted to students who are approaching the limitation of time for program completion; to doctoral students who have been advanced to candidacy; or to master's students who have completed all coursework and are working on a thesis. Students on academic probation normally are not eligible for a leave.

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

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

Students may pick up a *Petition for Leave of Absence* form from the Graduate Records Office, Founders Hall, Room 106 or locate the form on the Graduate Records Web site. It must be approved by the student's adviser and program director or coordinator and be submitted to the Graduate Records Office for final processing. International students who find it necessary to file a leave before the current semester ends must complete a *Leave of Absence or Withdrawal* form and have it signed by an authorized representative of the Office of International Services. This office is located at the Serra Hall, Room 316. The *Leave of Absence* form must be presented to the Graduate Records Office approved by their program adviser and director or dean of the college or school before departing the university.

WITHDRAWAL FROM THE UNIVERSITY

Students who terminate their enrollment in a graduate program must file an official *Notice of Withdrawal* with the Graduate Records Office, Founders Hall, Room 106. If they are currently registered for courses, students must withdraw prior to the deadline to withdraw from classes (see *Academic Calendar*, pages 6-11; see also *Refund Policy*, page 39). Courses dropped on or before the deadline will receive a grade of "W" (not included in the GPA). Filing a *Notice of Withdrawal* after the deadline will make the withdrawal effective at the end of the current term and will result in the posting of grades for the term. Students forced to discontinue enrollment after the withdrawal deadline due to a documented emergency may petition the Graduate Records Office for an exception to this policy; however, the petition must be filed prior to the last day of classes and is subject to review. International students must follow the same procedures and, in addition, obtain clearance from the Office of International Services located in Serra Hall, Room 316.

TRANSFER OF GRADUATE CREDIT

Students may petition to transfer credit from another university under the following conditions. It is recommended that students petition during their first semester in order to plan their academic program accurately (exception: Ph.D., see page 181). Transfer petitions for previous work will not be accepted in the student's final term unless the transfer course is being taken in the final term. Upon matriculation at USD, students must receive approval prior to taking coursework outside USD if they plan to transfer it into a degree program. Students may petition the dean of the College or School in which the program resides for an exception to the following regulations, but should do so only after consulting with the adviser and director or coordinator of the graduate program, whose recommendations must appear on the *Petition for Transfer of Graduate Credit*.

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

9. The number of credit hours transferred will be based on USD's semester credit system rounded down to the nearest full or half unit (multiply the number of quarter hours by ⅔ and round). For example, 4 quarter-hours x ⅔ = 2.67 which will be recorded as 2.7 USD semester-hour units). It is the student's responsibility to make up the difference if the total number of degree credits falls short of the requirement for the degree. The amount of USD credit awarded may not exceed the equivalent amount on the originating transcript.

   Quarter Hours Converted to Semester:
   1 quarter unit = .7 semester units
   2 quarter unit = 1.3 semester units
   3 quarter unit = 2.0 semester units
   4 quarter unit = 2.7 semester units
   5 quarter unit = 3.3 semester units
   6 quarter unit = 4.0 semester units

10. Although transfer credit from other universities will be posted on the USD transcript, grades will not be posted or computed in the USD grade point average for probation or disqualification review.
11. See table below for the maximum number of non-USD credits allowed:

Maximum Number of Program
Semester Units Transferable

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

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

PROCEDURE FOR TRANSFER OF CREDIT

Courses Taken Prior to Enrollment at USD

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

Courses Taken After Enrollment at USD

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

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

WAIVER OF REQUIREMENTS

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

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

COMPLETION OF DEGREE REQUIREMENTS – THE PETITION TO GRADUATE

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

PARTICIPATION IN COMMENCEMENT CEREMONIES

Commencement participation and program listing at the annual May ceremony are limited to graduates who have completed the degree in the previous summer, fall, or Intersession and to May candidates who met the graduation petition deadline and have completed all work for the degree prior to Commencement. *Please Note:* the following exception:

Graduate students scheduled to receive their degree in the following August who have 9 units or fewer of remaining work may participate if their work falls in the category of coursework, portfolio, practicum, fieldwork or student teaching, or internship. Such August graduates must take the remaining summer work at USD and they must register and pay for their remaining units in the Summer and Intersessions Office, Founders Hall, Room 108, by May 1.

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

In every case, all necessary papers and petitions must be filed prior to the deadlines specified in the *Academic Calendar* (see pages 6-11).

TRANSCRIPTS, ACADEMIC RECORDS, AND DIPLOMAS

The transcript is the official, chronological record of the student's credit and grades. It is maintained and distributed by the Registrar in Founders Hall, Room 113. Students may request official copies of their transcripts for a fee of $5. Requests for transcripts must be made in writing to the Registrar.

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

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

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

Academic Regulations

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

Most USD graduate courses are offered during the late afternoon and early evening hours, although course schedules vary by department and school to accommodate student needs. A list of courses offered and their days and times is available on the USD Web site. In addition, day and evening graduate classes may be available during the three-week January Intersession and the Summer Sessions. Students should consult the *Summer Sessions and Intersession Bulletins* for scheduling information.

INTEGRITY OF SCHOLARSHIP

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

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

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

CREDIT AND GRADING SYSTEM

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

GRADE POINT AVERAGE (GPA)

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

Grade points are assigned as follows: "A" = 4.0; "A-" = 3.67; "B+" = 3.33; "B" = 3.0; "B-" = 2.67; "C+" = 2.33; "C" = 2.00; "C-" = 1.67; "D+" = 1.33; "D" = 1.00; "D-" = 0.67; "F" = 0.00. No additional points are awarded for an "A+".

GRADE OF INCOMPLETE

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

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

The instructor should discuss with the student the conditions and deadline for completion, whenever possible. In addition, the instructor must document the conditions and deadline using the *Petition for Grade of Incomplete.* The form must be submitted to the Registrar's Office at the time final grades are submitted. Students who receive a grade of

incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise, the "I" grade will be counted as an "F". This applies only to regular class work. Students completing thesis or dissertation requirements for graduation must submit proof of completion prior to petitioned degree date. Examples of acceptable proof are original bindery receipts or original final manuscript.

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

PASS/FAIL GRADING

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

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

REPETITION OF COURSES

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

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

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

ACADEMIC PROBATION AND DISQUALIFICATION

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

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

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

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

APPLICABILITY OF NEW ACADEMIC REQUIREMENTS

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

When a department or school deletes one course and substitutes a new one, only those students who have not completed the deleted course will be required to take the replacement course. If new requirements are favorable to the student, the university may make them immediately applicable, unless the student objects.

General Requirements for the Master's Degree

Please see program descriptions for additional requirements.

UNIT REQUIREMENTS

The master's programs offered at the University of San Diego vary in length (minimum 30 semester units). Although some programs require full-time enrollment, most allow students to attend on a part-time basis.

LIMITATION OF TIME

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

FOREIGN LANGUAGE REQUIREMENT

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

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

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

COMPREHENSIVE AND ORAL EXAMINATIONS

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

THESIS

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

The thesis must be completed, approved, and submitted to the Graduate Records Office, Founders Hall, Room 106, within two years after the first registration for thesis units.

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

General Requirements for the Doctoral Degree

Please see program descriptions for additional requirements.

UNIT REQUIREMENTS

The doctoral programs offered at the University of San Diego vary in length (minimum 48 semester units). They build upon professional experience and prior academic work done at the master's level.

RESIDENCY REQUIREMENT

Although USD's doctoral programs are designed primarily for persons employed full-time, the university still considers that a limited period of intensive study is essential for a meaningful and rigorous educational program. See individual program descriptions for options to meeting this requirement.

QUALIFYING EXAMINATIONS, ADMISSION TO CANDIDACY, AND TIME LIMITATIONS

Refer to individual program descriptions.

DISSERTATION

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

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

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

ACCESS TO THESES AND DISSERTATIONS

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

College of Arts and Sciences

Programs

Mission Statement

Graduate study in the College of Arts and Sciences builds on the most current scholarship and training to awaken the imagination of students and prepare them for service to society.

Offering small classes that foster the pursuit of knowledge, the College develops the students' talents, refines research skills, encourages a love of learning, and promotes a spirit of leadership.

Administration and Faculty

Nicholas M. Healy, Ph.D., *Dean*
Anne A. Sturz, Ph.D., *Associate Dean*
Pauline Berryman, M.A., *Assistant Dean*

María Pilar Aquino, S.T.D.
Frederick I. Archer, Ph.D.
Michel A. Boudrías, Ph.D.
Ann B. Bowles, Ph.D.
Eren Branch, Ph.D.
Maria Carrera
Cynthia Caywood, Ph.D.
Ellen Colangelo, Ph.D.
Joseph Colombo, Ph.D.
Jonathan Conant, Ph.D.
Helen deLaurentis, Ph.D.
Del Dickson, Ph.D.
Patrick F. Drinan, Ph.D.
Casey Dominguez, Ph.D.
Mark A. Drawbridge, M.S.
Kathleen Dugan, Ph.D.
Emily Edmonds-Poli, Ph.D.
Hugh I. Ellis, Ph.D.
Iris H. W. Engstrand, Ph.D.
Sabin Epstein
Orlando Espín, Th.D.
Colin Fisher, Ph.D.
Robert Fleming, M.F.A.
Russell Fuller, Ph.D.
Gerhard Gessner
Florence Gillman, Ph.D., S.T.D.
Jan Gist, M.F.A.
Michael J. Gonzalez, Ph.D.
Sarah C. Gray, Ph.D.
James O. Gump, Ph.D.
Michael G. Hinton, Ph.D.

Peter Kanelos, Ph.D.
Ronald S. Kaufmann, Ph.D.
Colleen Kelly, M.F.A.
Evelyn Kirkley, Ph.D.
Dennis Krouse, S.T.D.
N. Chin Lai, Ph.D.
Virginia Lewis, Ph.D.
Mary Sue Lowery, Ph.D.
Gary Macy, Ph.D.
Molly A. McClain, Ph.D.
Vidya Nadkarni, Ph.D.
Lance Nelson, Ph.D.
Noelle Norton, Ph.D.
Lee Ann Otto, Ph.D.
Ronald Pachence, Ph.D.
Maria Pascuzzi, S.T.D.
Michael R. Pfau, Ph.D.
Patricia Plovanich, Ph.D.
Nathalie B. Reyns, Ph.D.
Norbert Rigali, SJ, Ph.D.
Fred Miller Robinson, Ph.D.
Steven E. Schoenherr, Ph.D.
Richard Seer, M.F.A.
Kenneth Serbin, Ph.D.
David Shirk, Ph.D.
Kathryn Statler, Ph.D.
Anne A. Sturz, Ph.D.
James L. Sumich, Ph.D.
Yi Sun, Ph.D.
Karma Lekshe Tsomo, Ph.D.
Russell D. Vetter, Ph.D.
J. Michael Williams, Ph.D.
Randy Willoughby, Ph.D.
Zhi-Yong Yin, Ph.D.
Alberto Zirino, Ph.D.

Master of Fine Arts in Dramatic Arts
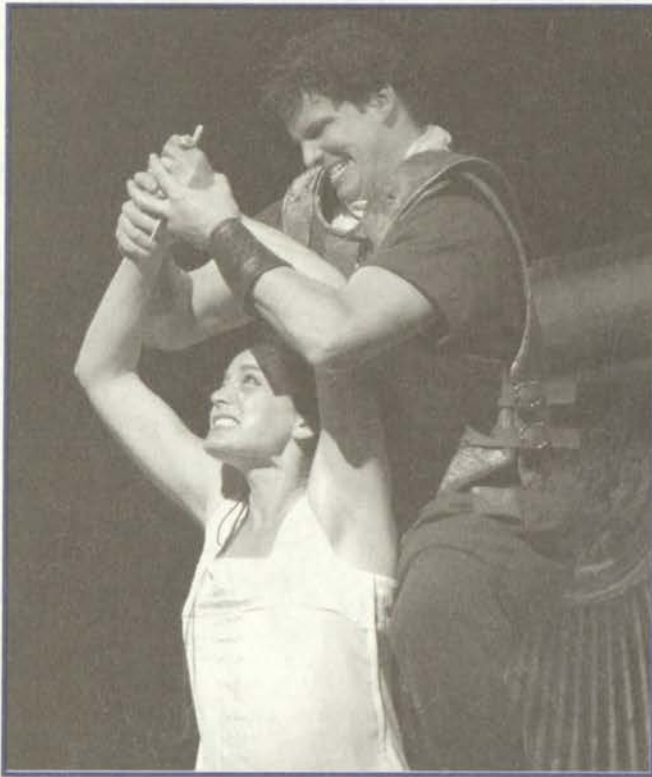
Richard Seer, M.F.A., Program Director; Acting
Eren Branch, Ph.D., Chair, USD English Department
Jack O'Brien, Old Globe Artistic Director
Craig Noel, Old Globe Executive Director
Maria Carrera, Alexander Technique
Cynthia Caywood, Ph.D., Restoration Drama
Sabin Epstein, Acting
Robert Fleming, M.F.A., Singing
Gerhard Gessner, Yoga
Jan Gist, M.F.A., Voice and Speech
Peter Kanelos, Ph.D., Renaissance Drama
Liz Shipman, M.A., Movement
Fred Miller Robinson, Ph.D., Modern Drama

Photo left: Sara Surrey and Ross Hellwig (M.F.A. '05) in the Globe's production of Antony and Cleopatra *directed by Darko Tresnjak. Photo by Craig Schwartz.*

MASTER OF FINE ARTS IN DRAMATIC ARTS

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

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

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

REQUIREMENTS FOR THE DEGREE

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

First Year - Fall Semester
THEA 501 – Text and Context: Modern Drama
THEA 511 – Movement I
THEA 521 – Acting I
THEA 541 – Voice and Speech I

First Year - Intersession
THEA 506 – Graduate Colloquium

First Year - Spring Semester
THEA 502 – Text and Context: Renaissance Drama
THEA 512 – Movement II
THEA 522 – Acting II
THEA 542 – Voice and Speech II

Second Year - Summer
THEA 531 – Globe Production I

Second Year - Fall Semester
THEA 503 – Text and Context: Classical Drama
THEA 513 – Movement III
THEA 523 – Acting III
THEA 543 – Voice and Speech III

Second Year - Spring Semester
THEA 514 – Movement IV
THEA 524 – Acting IV
THEA 544 – Voice and Speech IV
THEA 595 – Thesis Project

Second Year - Summer
THEA 532 – Globe Production II
THEA 533 – Globe Production III

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

COURSES

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

THEA 501 Text and Context: Modern Drama (3)
A survey course in drama from Ibsen to the present. Provides students with a reading background in the period as a context for their winter and/or spring productions.

THEA 502 Text and Context: Renaissance Drama (3)
A study of the cultural background of the English Renaissance, with an emphasis upon the works of William Shakespeare. Readings in the drama of the period may be supplemented by social, political or artistic material.

THEA 503 Text and Context: Classical Drama (3)
A study of the cultural background of a specific "cultural" period – e.g., Greek or Roman, Renaissance, Restoration, and

18th century. Readings in the drama of the period may be supplemented by social, historical, political or artistic material.

THEA 506 Graduate Colloquium (3)
Workshop exploring the particular skills required to perform a chosen genre of dramatic literature. The theatrical genres and skills studied vary from year to year.

THEA 511 Movement I (3)
Movement disciplines explored might include yoga, Alexander technique, ballet, modern dance and jazz. Workshops in period dance and stage combat are also included. Continues for the duration of the program.

THEA 512 Movement II (3)
Movement disciplines explored might include yoga, Alexander technique, ballet, modern dance and jazz. Workshops in period dance and stage combat are also included. Continues for the duration of the program.

THEA 513 Movement III (3)
Movement disciplines explored might include yoga, Alexander technique, ballet, modern dance and jazz. Workshops in period dance and stage combat are also included. Continues for the duration of the program.

THEA 514 Movement IV (3)
Movement disciplines explored might include yoga, Alexander technique, ballet, modern dance and jazz. Workshops in period dance and stage combat are also included. Continues for the duration of the program.

ADDITIONAL REQUIREMENTS FOR ADMISSION

SEE PAGES 34 - 36 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTER	Fall
APPLICATION DEADLINE	Jan. 15
MINIMUM GRADE POINT AVERAGE	None
STANDARDIZED ADMISSION TEST	None
REQUIRED COURSEWORK	None
REQUIRED LICENSES/CREDENTIALS	None
ADDITIONAL REQUIREMENTS	Audition/Interview

THEA 521 Acting I (3)
An individualized, workshop approach to the study of acting and acting styles, focusing on the development of the specific talents of each student. Utilizes exercises and projects designed to expand the actor's capabilities. Special attention is placed on textual analysis. Performance will be an integral part of each course. Continues for the duration of the program.

THEA 522 Acting II (3)
An individualized, workshop approach to the study of acting and acting styles, focusing on the development of the specific talents of each student. Utilizes exercises and projects designed to expand the actor's capabilities. Special attention is placed on textual analysis. Performance will be an integral part of each course. Continues for the duration of the program.

THEA 523 Acting III (3)
An individualized, workshop approach to the study of acting and acting styles, focusing on the development of the specific talents of each student. Utilizes exercises and projects designed to expand the actor's capabilities. Special attention is placed on textual analysis. Performance will be an integral part of each course. Continues for the duration of the program.

THEA 524 Acting IV (3)
An individualized, workshop approach to the study of acting and acting styles, focusing on the development of the specific talents of each student. Utilizes exercises and projects designed to expand the actor's capabilities. Special attention is placed on textual analysis. Performance will be an integral part of each course. Continues for the duration of the program.

THEA 531 Globe Production I (3)
Independent study practicum under the supervision of the Director of the program. Includes rehearsal and performance participation, as well as discussions and seminars with professional company members at The Old Globe Theatre. This course is Pass/Fail.

THEA 532 Globe Production II (3)
Independent study practicum under the supervision of the Director of the program. Includes rehearsal and performance participation, as well as discussions and seminars with professional company members at The Old Globe Theatre. This course is Pass/Fail.

THEA 533 Globe Production III (3)
Independent study practicum under the supervision of the Director of the program. Includes rehearsal and performance participation, as well as discussions and seminars with professional company members at The Old Globe Theatre. This course is Pass/Fail.

THEA 541 Voice and Speech I (3)
This area of study concentrates on the skills necessary to develop the optimum in vocal technique. Emphasis is on relaxation, breathing, articulation, release of tension, phonetic transcription and dialects. Continues over the duration of the program.

THEA 542 Voice and Speech II (3)
This area of study concentrates on the skills necessary to develop the optimum in vocal technique. Emphasis is on relaxation, breathing, articulation, release of tension, phonetic transcription and dialects. Continues over the duration of the program.

THEA 543 Voice and Speech III (3)
This area of study concentrates on the skills necessary to develop the optimum in vocal technique. Emphasis is on relaxation, breathing, articulation, release of tension, phonetic transcription and dialects. Continues over the duration of the program.

THEA 544 Voice and Speech IV (3)
This area of study concentrates on the skills necessary to develop the optimum in vocal technique. Emphasis is on relaxation, breathing, articulation, release of tension, phonetic transcription and dialects. Continues over the duration of the program.

THEA 595 Text and Context: Thesis Project (3)
Independent study with a faculty member in preparation for the program thesis, a solo performance piece. Includes research, consultation, and rehearsal work.

Master of Arts in History
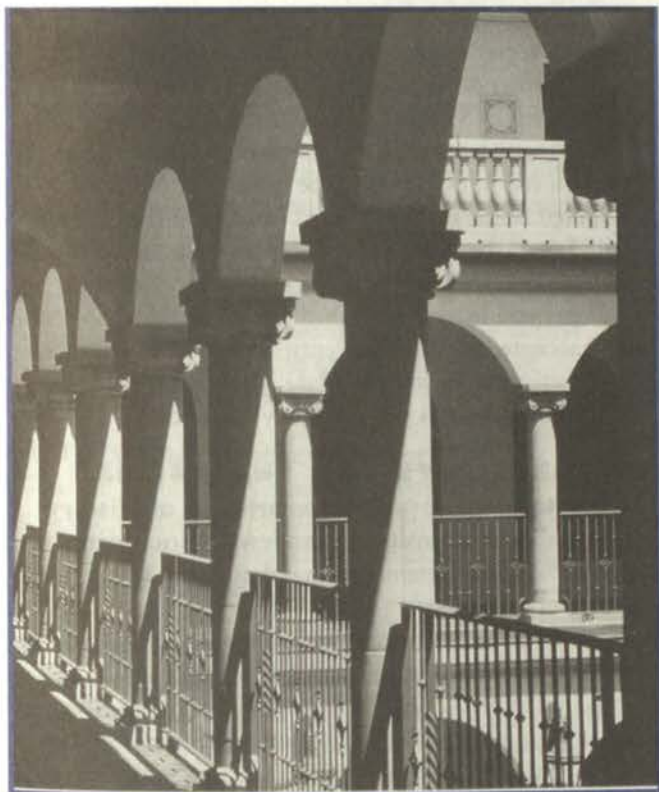
MASTER OF ARTS IN HISTORY

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

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

The graduate program offers opportunities to intern at one of the many museums and historical societies in San Diego, including Old Town San Diego State Historic Park, the Veterans Museum and Memorial Center, Helix Water District, San Diego Museum of Man, Cabrillo National Monument, San Diego Hall of Champions, the Marine Corps Recruit Depot, and the San Diego

Michael J. Gonzalez, Graduate Program Director, Associate Professor
  Ph.D., University of California, Berkeley

Jonathan Conant, Assistant Professor
  Ph.D., Harvard University

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

R. Colin Fisher, Assistant Professor
  Ph.D., University of California, Irvine

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

Molly McClain, Associate Professor and Chair
  Ph.D., Yale University

Steven E. Schoenherr, Professor
  Ph.D., University of Delaware

Kenneth P. Serbin, Associate Professor
  Ph.D., University of California, San Diego

Kathryn Statler, Assistant Professor
  Ph.D., University of California, Santa Barbara

Yi Sun, Associate Professor
  Ph.D., Washington State University

Historical Society with its related Serra Museum, Villa Montezuma and Marston House. Students also may choose to work for preservation organizations or in the offices of local architects.

PROGRAM OPTIONS

The Master of Arts Program in History offers a 30-unit curriculum. The program is supervised by history faculty, and eight of the 10 courses required for that program involve seminars in that department. The two remaining courses may be selected by the student from historically oriented courses in the fields of political science, international relations, art history, theology and religious studies, literature, anthropology, ethnic studies, sociology, education, business administration and law. Full-time students typically need two years to complete the program. Part-time study is also welcomed and accommodated by a schedule that offers most graduate classes one evening per week. The goals of the program are to allow students to pursue advanced understanding of history and to enhance their career options.

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

Arts and Sciences

Option 1: Comprehensive Examination

- The student must submit a portfolio containing three research papers developed in history graduate seminars. Each paper must be approximately 20 pages in length.
- The student must choose two fields of history in which to concentrate readings for the oral examination: a major field and a minor field. The student will develop a reading list in consultation with two history department faculty members who, together, will make up the student's examination committee.
- The student must write two essays surveying historical trends or interpretive debates in their major and minor fields. A 25-page historiographic essay will be required in the major field while a 15-page historiographic essay will be required in the minor field. The essays must be approved by the student's examination committee.
- The student must take an oral examination directed by the faculty adviser and one other history faculty member. The oral examination will address points raised by the student in the seminar papers and in the historiographic essays.
- The student who chooses the comprehensive examination option will register for HIST 596 "Oral Examination" (3 units). The student must complete at least twenty-one units of coursework to register for HIST 596 and begin the comprehensive examination process. The student will receive a "pass" for History 596 on successfully completing the essay and oral portions of the comprehensive examination. Thirty units of coursework are required for graduation.

Option 2: Thesis

- The student must submit a thesis of at least 100 pages that shows proficiency in research into primary documents and independent thought. The thesis topic is to be approved by a faculty committee of at least two USD history department members. The student must register for HIST 564 "Thesis," until the 3-unit requirement is met and the thesis is completed. If the student has not completed the thesis by the time all required courses are completed (including the 3 units of HIST 564), he or she must continue to register for one-half (0.5) unit of thesis each semester (excluding summer and Intersession) until the thesis is completed and accepted. A pamphlet entitled *Instructions for the Preparation and Submission of the Master's Thesis* is available for sale in the university bookstore.

REQUIREMENTS FOR THE DEGREE

Courses to be approved by Department of History faculty adviser 30 units of coursework including:

- HIST 500 Core Seminar (taken during the first semester) (3 units)
- HIST 501 Teaching Seminar (3 units)
- HIST 502 Public History Seminar (3 units)
- HIST 595 Thesis or HIST 596 Oral Examination (3 units)
- 18 units of elective courses, 12 units of which must be from history courses numbered in the 500s. An additional 6 elective units may be chosen from the following: history, political science, peace and justice studies, international relations, art, art history, marine science, theology and religious studies, literature, language, anthropology, ethnic studies, sociology, education, business administration, and law. Under

ADDITIONAL REQUIREMENTS FOR ADMISSION

SEE PAGES 34 - 36 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Fall, Spring, Summer
APPLICATION DEADLINES	See page 34
MINIMUM GRADE POINT AVERAGE	3.0 (4.0 scale) in the last 50 percent of baccalaureate and all post-baccalaureate coursework
STANDARDIZED ADMISSION TEST	Graduate Record Examination (GRE) General Test only
REQUIRED COURSEWORK	Some undergraduate coursework recommended in American Civilization or Western Civilization; methods in research and writing; computer literacy or statistics.
REQUIRED LICENSES OR CREDENTIALS	None
ADDITIONAL REQUIREMENTS	Bachelor's degree in history or a related discipline

certain circumstances and with special graduate level adjustments, 6 elective courses may be taken at the undergraduate, upper-division level.

- Only one course with a grade of "C+", "C", or "C-" may count towards the degree.
- No courses with a grade of "D" or "F" will count toward the degree although the grade will be calculated in the GPA.
- Satisfactory performance (minimum grade of "B") on a comprehensive examination in the final semester or completion and acceptance of a thesis.

GRADUATE COURSES AND SEMINARS

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

HIST 500 Core Seminar in History (3)
Required for all M.A. candidates in history.
An examination of prominent historical methodologies and research methods. Readings, papers and intensive discussion.

HIST 501 Teaching Seminar (3)
Discussion of teaching methods, evaluation of course content, preparation of audio-visual materials, and oral presentations simulating actual classroom lectures. Essential for those preparing to become teachers or continuing the pursuit of graduate degrees in history.

HIST 502 Public History Seminar (3)
Examines aspects of public history that include a variety of spheres such as the application and definition of public history; theory and management of historical collections; registration and cataloguing of historical collections; philosophy and techniques of exhibiting historical artifacts; historical editing — books and scholarly journals; media or documentary productions; writing corporate histories; historical research in general and maintaining a Web site. Field trips to various local museums are included.

HIST 510 Topics in Ancient History (3)
This seminar focuses on ancient Greek or Roman history, with an emphasis on power and politics, gender, art and architecture, and/or economic and social change. Special topics may offer the chance to study the Trojan War, ancient Athens, Greek religion and culture, ancient Rome and the Mediterranean, the army, barbarians, Julius Caesar, Romanization, and/or the rise of Christianity. Extensive use will be made of contemporary sources to obtain first-hand insights into the values and concerns of ancient men and women. Students may repeat the seminar for credit when the topic changes.

HIST 520 Topics in Medieval European History (3)
This seminar focuses on Medieval European history, with an emphasis on power and politics, gender, art and architecture, and/or economic and social change. Special topics may offer the chance to study knights and peasants; the Crusades, heresy, plague, Marco Polo's travels to China and/or the rise of European empires. Extensive use will be made of contemporary sources to obtain first-hand insights into the values and concerns of medieval men and women. Students may repeat the seminar for credit when the topic changes.

HIST 530 Topics in Renaissance and Early Modern Europe (3)
This seminar focuses on Europe, 1450-1700, with an emphasis on power and politics, gender, art and architecture, and/or economic and social change. Special topics may offer the chance to study the politics of the Italian city states; the writings of leading humanists, poets, philosophers, and political theorists; Renaissance and Baroque art and architecture; and/or political events such as the English civil war. The class also may focus on groundbreaking research in the histories of women, sexuality, popular culture, peasant life and magic. Students may repeat the seminar for credit when the topic changes.

HIST 548 Vietnam War (3)
This seminar will examine the wars fought in and around Vietnam since the 1940s, with particular attention focused on the period of direct American involvement. These events will be considered in relation to Vietnam's history, American politics and society, and to the nature of war itself. Finally, we will consider the legacy of the war and its meaning in American and Vietnamese memory today.

HIST 559 Topics in Modern Middle East (3)
This seminar focuses on various topics in the history of the Modern Middle East. Topics may include the growth and decline of the Ottoman Empire; Arab and Jewish nationalisms; the paths to independence; or the Iranian revolution. Students may repeat the seminar for credit when the topic changes.

HIST 560 Topics in Latin American History (3)
This seminar focuses on various topics in the history of Latin America, such as the role of religion and the Catholic Church; 20th-century revolutions and social upheaval; and the history of particular groups, including Amerindians, women, and rural and urban workers. Students may repeat the seminar for credit when the topic changes.

HIST 564 Topics in Asian History (3)
An in-depth look at special themes and issues in the history of Asia, including such topics as Women in East Asia, Imperialism in Asia, and Asia's relations with the United States. Students may repeat the seminar for credit when the topic changes.

HIST 568 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. Students may repeat the seminar for credit when the topic changes.

HIST 570 American Environmental History (3)
This class will introduce students to the field of U.S. environmental history. On the one hand, we will examine how nature (soil, natural disasters, disease, water, climate, etc.) influenced the course of American history. On the other, we will address the ways Americans have used technology to transform the non-human world, the implications these transformations have had on power relations within American societies, and the cultural meanings that Americans have given to nature.

HIST 575 Topics in Modern American History (3)
Topics may include the Progressive Era, World War I, Great Depression, New Deal, World War II, United States-Latin American Relations, or other topics in the political, economic, social, and cultural history of the United States from 1865 to the present. Students may repeat the seminar for credit when the topic changes.

HIST 576 Politics and Memory in U. S. History (3)
In this seminar we will explore the politics of American public commemoration. On the one hand, we will look at how dominant institutions (the National Park Service, history museums, and tourist venues) have remembered (and forgotten) the American past. On the other hand, we will explore vernacular historical expressions and the ways in which minority groups have fought to shape American public memory. The class will use San Diego as a laboratory.

HIST 580 Topics in the History of the American West (3)
This class surveys the history of the American West. Topics include: pre-Columbian Indians, the competition between European empires over the American West; American expansion and conquest; the fur, mining, ranching, and farming "frontiers"; the railroad and populism; WWII and the growth of the urban west; the historical experience of workers, women, and Mexican-, Asian-, Native-, and African Americans; environmental issues such as conservation, preservation, the dust bowl, and water politics; and representations of the West in popular culture. Students may repeat the seminar for credit when the topic changes.

HIST 583 Chicano/a History (3)
This class explores the history of the Mexican and Mexican origin people in the United States. The class begins with the European settlement of the Americas and ends with the immigration of Mexicans to the United States in the 20th and 21st century.

HIST 589 History of California (3)
Covers California's past from its earliest settlements to modern times. The course begins with California's geographical setting, aboriginal culture, and contact with the European world. A survey of Spanish backgrounds includes missions and missionaries, ranchos, pueblos, and foreign visitors. Changes under the government of Mexico led to California's conquest by the United States. During the second half, lectures cover generally the effects of the Gold Rush; problems of statehood; constitutional developments; land, labor, and Indian policies; transportation and immigration; agriculture and industry; California during wartime; water projects; political issues; cultural accomplishments; racial diversity; and recent trends. Meets the requirements of California history standards for various teaching credentials.

HIST 595 Thesis (0.5-3)
May be repeated. Thesis must be complete and submitted before credit is given.

HIST 596 Oral Examination (3)
Pass/Fail. Examination must be passed before credit is given.

HIST 598 Internship (3)
See Department Advisers responsible for assignments of internships.

HIST 599 Independent Study (1-3)
Consult program director for guidelines.

UNDERGRADUATE COURSES

Under certain circumstances and with special graduate level adjustments, maximum of 6 elective courses may be taken at the undergraduate, upper-division level. See the current *Undergraduate Bulletin* for course descriptions. Course units are in Parenthesis

HIST 310 – Ancient Near East (3)
HIST 311 – Greek Civilization (3)
HIST 312 – Roman Civilization (3)
HIST 321 – The Fall of the Roman Empire, 250-1050 (3)
HIST 322 – Castles and Crusades: Medieval Europe, 1050-1450 (3)
HIST 323 – Medieval Women (3)
HIST 331 – Renaissance and Reformation (3)
HIST 333 – Europe 1600-1800 (3)
HIST 334 – European Art and Architecture in Context (3)
HIST 340 – World War I (3)
HIST 341 – World War II (3)
HIST 345 – Topics in Military History (3)
HIST 346 – Topics in Medieval and Early Modern Europe (3)
HIST 347 – Topics in Modern Europe (3)
HIST 348 – Modern France (3)
HIST 350 – History of the British Isles (3)
HIST 351 – Modern Britain (3)
HIST 352 – The British Empire (3)
HIST 353 – Spain to 1820
HIST 354 – Modern Spain (3)
HIST 355 – Imperial Russia (3)
HIST 356 – Russia since 1917 (3)
HIST 357 – Topics in Russian and East European History (3)
HIST 358 – Topics in Modern World History (3)

HIST 359 – Modern Middle East (3)
HIST 360 – Colonial Latin America (3)
HIST 361 – Modern Latin America (3)
HIST 362 – Topics in Latin American History (3)
HIST 363 – History of Brazil (3)
HIST 364 – Topics in Asian History (3)
HIST 365 – History of China (3)
HIST 366 – History of Japan (3)
HIST 367 – Women in East Asia (3)
HIST 368 – History of Africa (3)
HIST 369 – Issues in Modern Africa (3)
HIST 370 – American Environmental History (3)
HIST 371 – Topics in Early American History (3)
HIST 373 – U.S.-East Asia Relations (3)
HIST 373 – Armed Conflict in American Society (3)
HIST 374 – Civil War and Reconstruction (3)
HIST 375 – Topics in Modern American History (3)
HIST 376 – United States Foreign Relations to 1914 (3)
HIST 377 – United States Foreign Relations since 1914 (3)
HIST 378 – Topics in United States Intellectual and Social History (3)
HIST 379 – Topics in United States Mass Media History (3)
HIST 380 – History of the American West (3)
HIST 381 – American Indian History (3)
HIST 382 – The Spanish Borderlands (3)
HIST 383 – Chicano History (3)
HIST 384 – History of Mexico (3)
HIST 386 – The Pacific Ocean in History (3)
HIST 387 – History of Baja California (3)
HIST 389 – History of California (3)
HIST 390 – Art and Architecture in California

Arts and Sciences

Master of Arts in International Relations

Del Dickson, Ph.D., J.D., Chair, Professor; Comparative and International Law

Emily Edmonds-Poli, Ph.D., Graduate Director and Adviser, Assistant Professor; Politics in Latin America, Politics in Mexico, U.S.-Latin American Relations, Comparative Politics

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

Casey B.K. Dominguez, Ph.D., Assistant Professor: American Politics

Virginia Lewis, Ph.D., Professor; Political Theory, International Human Rights

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

Noelle Norton, Ph.D., Professor; American Politics, Gender Politics

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

Michael R. Pfau, Ph.D., Associate Professor; Politics in Germany, Methodology

David Shirk, Ph.D., Assistant Professor; Border Politics and Policy, Politics in Mexico, Politics of Latin America, Comparative Politics

J. Michael Williams, Ph.D., J.D., Assistant Professor; Comparative Politics, Politics in sub-Saharan Africa

Randy Willoughby, Ph.D., Professor; Politics in Europe, U.S. National Security, Regional Security
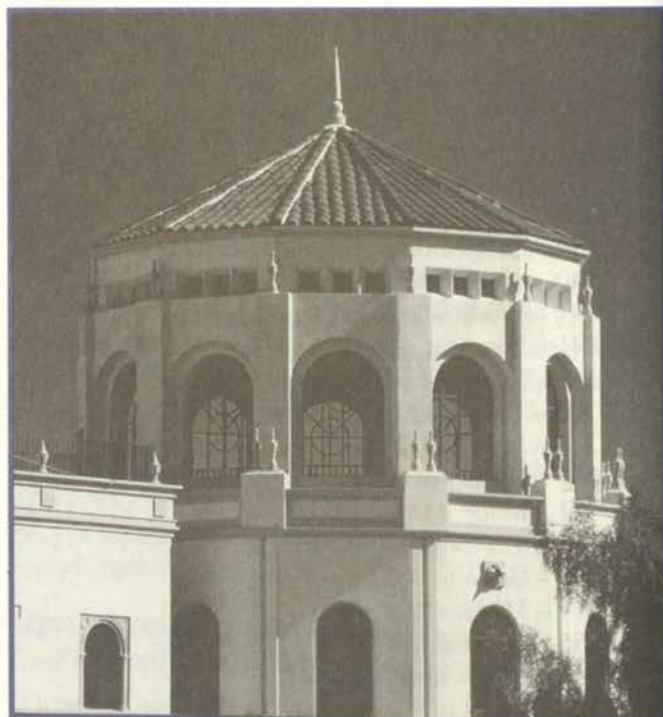
MASTER OF ARTS IN INTERNATIONAL RELATIONS

The Master of Arts Program in International Relations (M.A.I.R.) offers a 30-unit curriculum of comparative politics and international affairs. The program is supervised by the political science faculty, and eight of the 10 courses required for the program involve seminars in that department. The two remaining courses are selected by the student from internationally oriented courses in the fields of business, economics, law, history and/or political science. Full-time students typically need one and one-half years to complete the program. Part-time study is also welcomed and accommodated by a schedule that convenes graduate classes either one evening per week during the regular semester, or two evenings a week for a six-week term. Students can enroll concurrently in semester-long and six-week courses. The goals of the program are to allow students to pursue advanced understanding of world politics and to enhance their career options, particularly in international fields. The program also offers joint degrees in conjunction with the School of Law; interested students need to apply for admission to the relevant programs separately.

FINANCIAL AID

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

REQUIREMENTS FOR THE DEGREE
- Approval of courses by graduate director
- 24 units of political science at the 500-level including Theories of International Relations (POL 570) and Comparative Politics (POL 550).
- Additional 6 units of relevant courses chosen from among political science, international relations, economics, history, business administration, or law. Under exceptional circumstances and with special graduate level adjustments, students may enroll in other relevant courses numbered 300 and above.
- Only one course with a grade of "C+", "C", or "C-" may count toward the degree

- No courses with a grade of "D" or "F" will count toward the degree although the grade will be calculated in the GPA
- Satisfactory performance (minimum grade of "B" or "pass") on a comprehensive examination in the final semester

GRADUATE COURSES

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

POLS 506 Political Ideology (3)

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

POLS 529 Law of the Sea (3)

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

POLS 550 Comparative Politics (3)

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

POLS 554 Revolutionary Change (3)

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

POLS 555 Politics in Western Europe (3)

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

POLS 557 Politics in Latin America (3)

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

Arts and Sciences

ADDITIONAL REQUIREMENTS FOR ADMISSION

SEE PAGES 34 - 36 FOR BASIC ADMISSION REQUIREMENTS

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

POLS 559 Politics in the Middle East (3)

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

POLS 560 Politics of Sub-Saharan Africa (3)

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

POLS 561 Politics in South Africa (3)

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

POLS 565 Politics in Russia (3)

An examination of the political institutions and forces of change in the U.S.S.R. and Soviet successor states with particular attention to the difficulties of democratization, modernization, and capitalist transformation.

POLS 566 Politics in Mexico (3)

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

POLS 567 Politics in Japan (3)

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

POLS 568 Politics in China (3)

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

POLS 570 Theories of International Relations (3)

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

POLS 571 American Foreign Policy (3)

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

POLS 572 Russian Foreign Policy (3)

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

POLS 573 Chinese Foreign Policy (3)

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

POLS 574 U.S.-Latin American Relations (3)

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

POLS 575 Comparative Foreign Policy (3)

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

POLS 576 U.S. National Security (3)

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

POLS 577 Regional Security (3)

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

POLS 578 Transnational Crime and Terrorism (3)

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

POLS 579 Border Politics and Policy (3)
An examination of U.S.-Mexican border politics and related policies, including trade, economic development, migration, law enforcement and security, and international diplomacy. This course will also consider comparative border dynamics of other regions, such as U.S.-Canada, China-Russia, Spain-Morocco, and the European Union.

POLS 580 International Political Economy (3)
An examination of the international and national political strategies affecting economic growth and global distribution of wealth.

POLS 582 International Human Rights (3)
A consideration of theoretical foundations, historical development, and applications of human rights in differing parts of the world. The seminar will focus on contending approaches to human rights.

POLS 583 International Organizations (3)
An examination of the development of contemporary intergovernmental political organizations with emphasis on the United Nations system and the functional agencies. The future of supranationalism will be investigated with particular attention to the European Communities.

POLS 594 Topics in International Relations (3)
A current issue or topic in the discipline will be the focus of the course. The course can be repeated if the topic changes.

POLS 599 Research Project (3)
Directed research for up to three units can be conducted under the supervision of one of the graduate faculty members in the Political Science department. Students must be at least halfway through the program, with a 3.5 GPA, and project proposals must be approved by the faculty sponsor, graduate adviser, and Dean of the College of Arts and Sciences before the beginning of the relevant semester.

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

Department of History
(all 3 units unless otherwise noted).
HIST 545 - Topics in Military History
HIST 547 - Topics in Modern Europe
HIST 548 - Vietnam War
HIST 558 - Topics in Modern World History
HIST 559 - Topics in Modern Middle East
HIST 560 - Topics in Latin American History
HIST 564 - Topics in Asian History
HIST 567 - Women in East Asia

HIST 568 - Issues in Modern Africa
HIST 577 - Topics in Foreign Relations
HIST 584 - Topics in the History of Mexico

School of Law (units will vary)*
LAW - European Union Law
LAW - European Legal Studies
LAW - International Arbitration
LAW - International Business Transactions
LAW - International Contracts
LAW - International Criminal Law
LAW - International Environmental Law
LAW - International Trade
LAW - Business Immigration
LAW - Public International Law

*Enrollment in Law courses requires approval of the Law School.

School of Business Administration
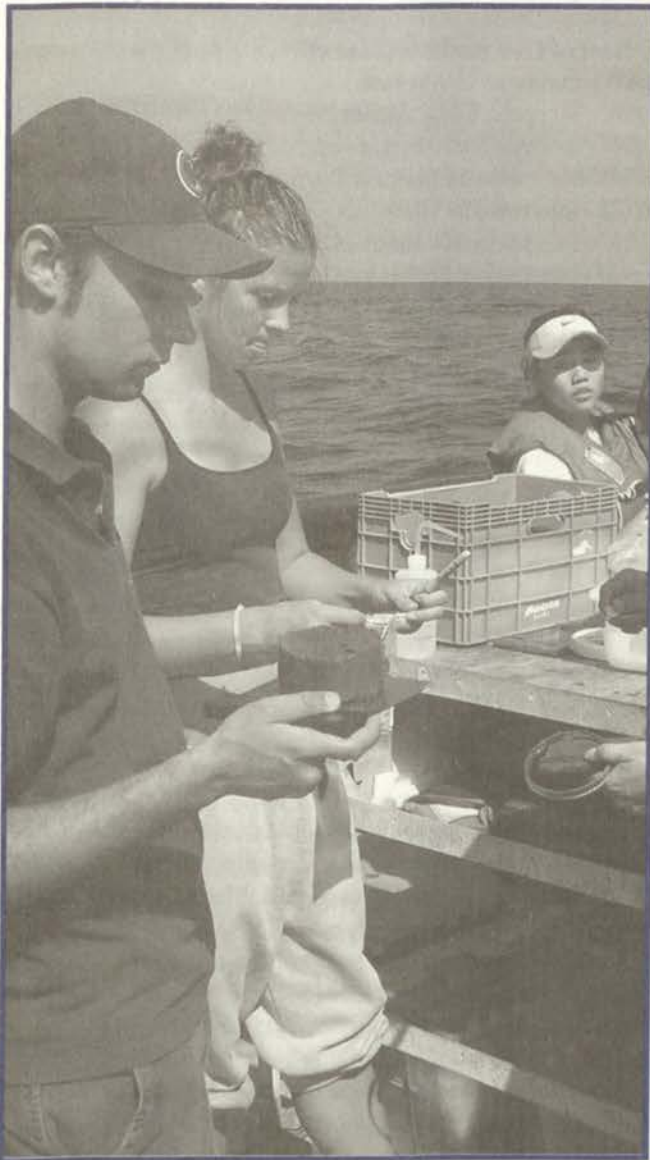(all 3 units unless otherwise noted)
Undergraduate Courses
BUSN 361 - Introduction to International Business
ECON 333 - International Economics
ECON 335 - Economic Development of Latin America
ECON 337 - Economic Development of Asia

Graduate Courses (all 3 units unless otherwise noted)**
GBA 507 - Global Business Environment (501)
GBA 523 - International Financial Management (505)
GBA 531 - International Human Resources Management (501)
GBA 532 - International Comparative Management (501)
GBA 553 - International Marketing (504)
GBA 580 - Seminar in International Business (501)
GBA 581 - International Trade (501)
GBA 582 - International Business Negotiations (501)
GBA 583 - International Business Law and Ethics (501)
GBA 584 - Seminar in Comparative International Decision Making (501)
GBA 585 - Business Environment of Asia and the Pacific Rim (501)
GBA 587 - Latin American Business Environment (501)

**Prerequisites for each class listed in parentheses. In most cases, the prerequisite courses will not count toward the M.A.I.R. degree.

Arts and Sciences

Master of Science in Marine Science

Ronald S. Kaufmann, Ph.D.,
Graduate Program Director, Associate Professor;
Pelagic and Benthic Ecology

Michel A. Boudrias, Ph.D., Associate Professor;
Locomotion, Benthic Ecology

Hugh I. Ellis, Ph.D., Professor; Avian Physiological
Ecology, Waterbirds

Sarah C. Gray, Ph.D., Associate Professor;
Paleoclimatology, Sedimentology

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

Nathalie B. Reyns, Ph.D., Assistant Professor,
Biophysical Dispersal of Larvae, Fisheries Oceanography

Anne A. Sturz, Ph.D., Professor; Geochemistry,
Vent Geology

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

Adjunct Faculty

Frederick I. Archer, Ph.D.; Population Genetics and
Delphinid Fisheries (*Southwest Fisheries Science Center*)
Ann B. Bowles, Ph.D.; Bioacoustics (*Hubbs-Sea World
Research Institute*)
Mark Drawbridge, M.S.; Fish Hatcheries (*Hubbs-Sea
World Research Institute*)
Michael G. Hinton, Ph.D.; Pelagic Ecology, Population
Ecology, Statistics (*Inter-American Tropical Tuna
Commission*)
N. Chin Lai, Ph.D.; Physiology of Fish (*Veterans
Administration; UC San Diego*)
Russell D. Vetter, Ph.D.; Ecology, Evolution, and
Molecular Biology of Fish (*Southwest Fisheries
Science Center*)
Alberto Zirino, Ph.D.; Marine Chemistry

MASTER OF SCIENCE IN MARINE SCIENCE

USD's Department of Marine Science and Environmental
Studies offers graduate work leading to the degree of
Master of Science in Marine Science. This degree is based
largely on research and is intended to provide graduate
students with an opportunity to design experiments or
observations that test hypotheses; to contribute new
information to a knowledge base; and to learn to write in a
way that facilitates scientific exchange. The program,
which combines coursework and research, culminates in a
written thesis. The program utilizes not only the excellent
facilities at the University of San Diego's Shiley Center for
Science and Technology, but those of some other nearby

institutions, such as the Southwest Fisheries Science
Center (National Marine Fisheries, NOAA), the Hubbs-
Sea World Research Institute, and the Leon R. Hubbard
Hatchery. Thesis committees may be headed by faculty
listed on this page, as well as other scientists on and off
campus. Committee members are drawn from the Marine
Science faculty at USD, other science departments at
USD, and senior research scientists at Southwest Fisheries
Science Center and Hubbs-Sea World Research Institute.
Students are encouraged to have one outside member on
their thesis committee in order to take advantage of San
Diego's rich community of ocean specialists.

USD faculty currently are involved in research in
marine geochemistry, climatology, paleoclimatology,

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

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

RECOMMENDED PROGRAM OF STUDY

First Year

Semester I	Semester II
MARS 500 (2)	MARS 501 (4)
MARS 510 (4)	MARS 512 (4)
MARS 511 (4)	MARS 520 (3)

Second Year

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

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

<div style="text-align: right">**Arts and Sciences**</div>

ADDITIONAL REQUIREMENTS FOR ADMISSION

SEE PAGES 34 - 36 FOR BASIC ADMISSION REQUIREMENTS

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

REQUIREMENTS FOR THE DEGREE

I. Coursework (21 units)
MARS 500 – Core Seminar I (2)
MARS 501 – Core Seminar II (4)
MARS 510 – Oceanography I (4)*
MARS 511 – Oceanography II (4)*
MARS 512 – Oceanography III (4)*
MARS 520 – Statistics (3)

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

II. Thesis (minimum 9 units)
MARS 596 – Research (0.5*-6)
   A maximum of 14 units may count toward degree
MARS 597 – Thesis (0.5*-1)
   A minimum of 1 unit must be applied toward degree

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

III. Electives or Additional Research (6 units)
Six additional units, consisting of elective courses (approved by thesis chair) or Research (MARS 596)

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

A thesis committee of at least three members will be established during the second semester of enrollment. It will consist of at least one full-time USD faculty member and may include a member from an approved outside institution. The remaining members may be selected from USD or adjunct Marine Sciences faculty. The entire thesis committee will meet with the student semi-annually to assess progress and give advice. Following approval of the thesis proposal by both the graduate director and the thesis chair, and satisfaction of any deficiencies noted at the time of admission to the program, the student will be recommended for candidacy by the thesis committee. Adequate progress will need to be made to maintain candidacy (see candidacy policy available from the graduate director). Additional courses related to the student's area may be required by the thesis chair (see also *Thesis*, page 48). All students must be enrolled for at least 1 unit to remain active in the program. Students who have completed 32 units, including all required courses, may enroll in 0.5 unit to remain active in the program.

COURSES

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

MARS 500 Core Seminar I (2)
An introduction to the infrastructure of the Marine Science graduate program and to those critical skills useful in graduate studies. Students will be exposed to a range of research areas through a series of seminars presented by the Marine Science faculty, allied university faculty in other departments, and scientists from other institutions. Students also will choose a thesis committee chair and develop a written preliminary plan for their own research in pursuit of the master's degree.

MARS 501 Core Seminar II (4)
During this seminar, students will learn how to develop questions that can be tested scientifically, design experiments that are amenable to statistical analysis, and collect data that are interpretable. Students will write a formal thesis proposal, which includes a review of pertinent literature, and present it orally to the assembled Marine Science faculty. They also will form their thesis committees. Successful completion of this seminar is a prerequisite for advancement to candidacy.

MARS 510 Oceanography I: Geological Oceanography (4)
The origin and geologic history of the ocean basins, with a detailed investigation of the theory of plate tectonics, ocean sedimentation, and paleoceanography. Examination of how geological processes affect physical, chemical, and biological processes in the ocean will be emphasized. Students will present and discuss primary literature pertinent to the topics covered in the course. Three lectures and one laboratory per week. One cruise and one additional weekend field trip may be required. Prerequisites: a course in introductory geology, with laboratory, is recommended.

MARS 511 Oceanography II: Biological Oceanography (4)
Biological oceanography is covered from an integrated, functional perspective. Unifying themes will be factors that affect marine ecosystems and the relationship between environmental characteristics and biological communities. Nearshore, open ocean, and deep sea environments will be covered. Ecological, behavioral, physiological, and biochemical adaptations of marine organisms also will be considered. Primary literature, scientific writing, and experimental design will be emphasized. Three lectures and one laboratory per week. One cruise and additional field work may be required. Prerequisites: one year of general biology, with laboratory.

MARS 512 Oceanography III: Physical Chemical Oceanography (4)

This course provides a proper background for graduate students in the physical and chemical aspects of the oceans. This course will focus on the large scale physical and chemical process in the oceans and how these processes influence the distribution of water masses and the chemical composition of seawater. There will be discussions of surface and deep water circulation, waves, tides, air-sea interaction, and the distribution of dissolved constituents in seawater. Three lectures and one laboratory per week. Prerequisites: one year each of general chemistry and general physics, with laboratory; calculus; and one other course in oceanography.

MARS 520 Statistics (3)

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

MARS 552 [BIOL 232] 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.

MARS 562 Biology of Fishes (3)

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

MARS 565 Marine Mammals (3)

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

MARS 567 Deep-Sea Biology (3)

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

MARS 568 Marine Ecology (3)

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

MARS 571 Near Shore Processes (3)

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

MARS 574 History of the Oceans and Climate (3)
Ocean-atmospheric interactions and their influence on global climate. Special emphasis will be placed on the causal mechanisms of paleoclimatic cycles, global climate change, and greenhouse warming. Prerequisite: MARS 510 or equivalent.

MARS 578 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. The emphasis will be on smaller scales, in particular those with major biological implications. Examples will illustrate physical aspects of fluid dynamics; biological fluid dynamics with an emphasis on feeding, locomotion, and dispersal; and geological or geochemical aspects of the sediment-water interface. Three hours of lecture per week. Prerequisite: one year of introductory (calculus-based) physics or consent of instructor.

MARS 588 Micropaleontology (4)
A survey of the biostratigraphy, paleoceanography, evolution, and applications of microfossils. Special emphasis will be placed on radiolarian and forminiferan microfossil groups. Includes field trips.

MARS 594 Special Topics (2-3)
Topics of special interest or unique opportunity. Prerequisites may be listed for these offerings.

MARS 595 Directed Readings (1-3)
Specific sets of readings tailored to address particular needs of a students. Generally, this course would be related to the research interests of a student and would be under the guidance of a member of the student's thesis committee. Typically, a maximum of 3 units may be used toward the degree requirements without consent of the director.

MARS 596 Research (0.5-6)
Research toward the master's thesis. This research will be under the general supervision of a thesis adviser. No more than 3 units may be taken prior to candidacy. Pass/Fail only. A passing grade is contingent upon participation in the annual Graduate Student Colloquium during the same academic year. (Rules for taking 0.5 unit may be found on page 66.)

MARS 597 Thesis (0.5-1)
Independent writing of the thesis with consultation of the major adviser. Master's candidates must be enrolled in this course to turn in a thesis. It may be taken more than once, but only 1 unit will be counted toward the degree requirements. Prerequisite: Consent of the major professor. Pass/Fail only. A passing grade is contingent upon participation in the annual Graduate Student Colloquium during the same academic year unless the student has successfully defended the thesis prior to the Colloquium. (Rules for taking 0.5 unit may be found on page 66.)

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

BIOL 350 – Invertebrate Zoology (4)
BIOL 460 – Ecology (4)
BIOL 466 – Behavioral Ecology (4)
BIOL 477 – Invertebrate Physiology (3)
BIOL 478 – Vertebrate Physiology (3)
BIOL 482 – Molecular Biology (4)

CHEM 331 – Biochemistry (3)
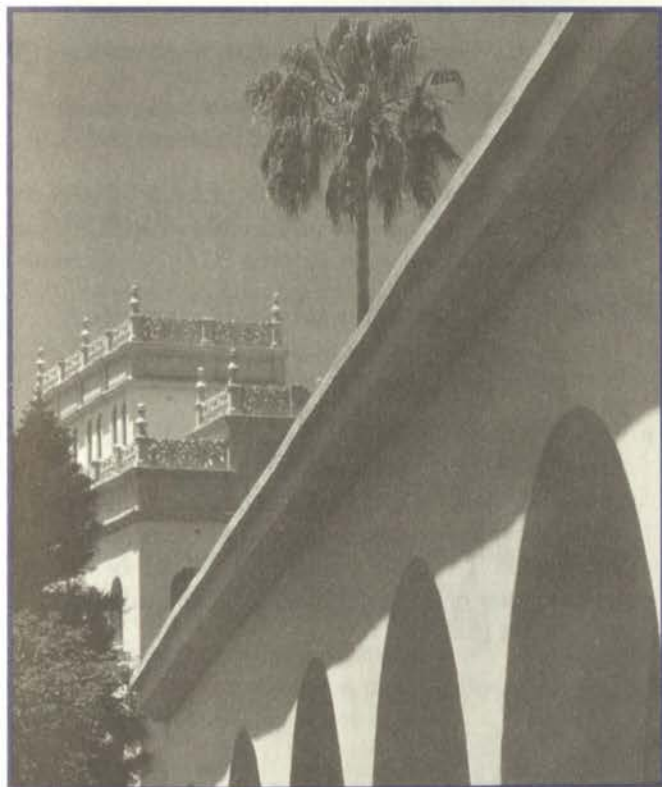CHEM 355 – Environmental Chemistry (3)

ENVI 315 – Geographic Information Systems (3)
ENVI 420 – Introduction to Remote Sensing (3)
ENVI 485 – Environmental Geology (4)
ENVI 487 – Surface Water Hydrology (4)

Master of Arts in Pastoral Care and Counseling

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

Faculty Coordinator:

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

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

MASTER OF ARTS PROGRAM

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

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

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

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

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

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

PROFESSIONAL RECOGNITION

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

AAPC FELLOW TRACK

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

REQUIREMENTS FOR THE PCAC DEGREE (42 UNITS)

1. Theology (9 units)
   Selected in consultation with PCAC Coordinator

2. MFTS and Counseling Theory (12 units)
   For full descriptions of MFTS and Counseling courses, see pages 174 and 151.
   COUN 525 – Group Dynamics (3)
   MFTS 528 – Psychopathology (3)
   MFTS 533 – Family Studies (3)
   MFTS 546 – Couples Therapy (3)

3. Pastoral Care and Counseling (17-19 units)
   PCAC 515 – Personality Development (3)
   PCAC 516 – Professional Ethics in Ministry (1)
   PCAC 517 – Psychology of Religious Experience (3)

PCAC 587 – Professional Topics in Pastoral Care and Counseling (1-3)
PCAC 590 – Pastoral Care and Counseling: Integration Seminar (3)
PCAC 592 – Pastoral Care and Counseling: Practicum (3)

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

4. Electives (2-4 units)
   At least 2 units of course or practicum work in an area to be selected in consultation with the PCAC Coordinator.

5. Completion of a minimum two-semester practicum (3 units each semester) at an approved site, usually in conjunction with enrollment in PCAC 592.

6. Comprehensive integration paper in which students demonstrate an understanding of pastoral care and counseling skills and an approach to their ministries which is psychologically sound and theologically enlightened. The paper cannot be submitted before the final semester of study and must be completed before a student can graduate.

ADDITIONAL REQUIREMENTS FOR ADMISSION

SEE PAGES 34 - 36 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Fall, Spring, Summer
APPLICATION DEADLINES	See page 34
MINIMUM GRADE POINT AVERAGE	3.0 (4.0 scale) in the last 50 percent of baccalaureate coursework
STANDARDIZED ADMISSION TEST	None
REQUIRED COURSEWORK	None
REQUIRED LICENSES OR CREDENTIALS	None
ADDITIONAL REQUIREMENTS	Evidence of academic and professional experience in some facet of ministry or pastoral theology;
	Current affiliation with an institutionally-endorsed ministry is recommended;
	Pre-application Interview with Pastoral Care and Counseling Coordinator;
	Autobiography, in addition to narrative required on application (Please consult with the PCAC Coordinator)

7. Students are encouraged and, at the discretion of the PCAC Coordinator, may be required to take 1 unit of Clinical Pastoral Education or give evidence of some other personal growth experience (e.g., spiritual direction, group or individual counseling).

8. Students must maintain a minimum GPA of 3.0 in order to complete the program.

CERTIFICATE OF ADVANCED STUDY (CAS)

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

Benefit of the Certificate for Professionals
In addition to the pastoral counseling skills and theological education offered by the program, student's 375 hours of supervised practicum can satisfy an important requirement for their admission into the American Association of Pastoral Counselors.

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

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

Requirements for the CAS (18 units)
1. Core Requirements (15 units)
   THEO 534 – Faith: Developmental Perspectives (3)
   PCAC 517 – Psychology of Religious Experience (3)
   PCAC 590 – Integration Seminar (3)
   6 units of PCAC 592 – Pastoral Counseling Practicum (3)

2. Elective Options (3 units)
   THEO 510 – New Testament Studies (3)
   THEO 511 – Introduction to the Hebrew Bible (3)
   THEO 536 – Christian Anthropology (3)
   THEO 548 – U.S. Latino Catholicism (3)
   THEO 560 – Themes in Asian Spirituality (3)
   THEO 561 – Themes in Western Spirituality (3)
   THEO 562 – Themes in Latino Spirituality (3)

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

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

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

Courses
Course I – Introduction to Spiritual Direction
   An overview of spiritual direction, its history, components, and various models.

Course II – Traditions in Spiritual Direction
   An in-depth examination of two classic models of spiritual direction: Ignatian and Carmelite. Several other spiritualities are also studied.

Course III – Practicum in Spiritual Direction
   See PCAC 597 course description on page 73.

Course IV – Advanced Practicum in Spiritual Direction
   See PCAC 598 course description on page 73.

Admission Requirements
1. Applicants must have adequate knowledge of Scripture and theology. They must also be able to document extended experience with receiving spiritual direction. The fulfillment of these admission requirements are determined in consultation with the program instructors.

2. Submission of a letter of interest which includes biographical data, reasons for applying to the program and information about the applicant's background in spiritual direction.

3. Submission of a letter of sponsorship from an institution or agent who can testify to the applicant's ability to offer spiritual direction and who is willing to provide a setting for the student to complete his or her spiritual direction practicum (Course III and Course IV).

4. Submission of two letters of recommendation: one from a person familiar with spiritual direction (e.g., pastor, religious superior, or supervisor); one from a colleague who has worked with the applicant in ministry.

5. Personal interview with a program instructor to assess the applicant's suitability for spiritual direction ministry. Assessment will continue throughout the certificate program to determine whether the student may progress to the next course.

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

COURSES
Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

PCAC 515 Personality Development (3)
A comparative study of personality theories. Students are also encouraged to begin developing their own theory of personality. The goal of this course is to help students improve their understanding of those to whom they minister.

PCAC 516 Professional Ethics in Ministry (1)
A study of the complex ethical issues arising in the helping professions with an emphasis on providing insight into issues of integrity in ministry.

PCAC 517 Psychology of Religious Experience (3)
A study of the interface of psychological and religious themes in the works of writers such as Freud, Jung, Fromm, and Buber. The course includes current research deriving from these theories and the application of these insights to pastoral care and counseling.

PCAC 587 Professional Topics in Pastoral Care and Counseling (1-3)
An investigation of selected issues of importance to pastoral counseling professionals. Topics include, but are not restricted to: assessment methods, gender studies, cultural sensitivity in therapy, substance abuse issues, human sexuality, counseling the terminally ill, counseling the elderly patient, alternative theories of psychotherapy, abusive relationships and marriage or family issues.

PCAC 590 Pastoral Care and Counseling: Integration Seminar (3)
The theory and practice of pastoral counseling with an emphasis on the development of basic communication and counseling skills and the integration of behavioral science and religion.

PCAC 592 Pastoral Care and Counseling: Practicum (3)
Weekly on-campus seminars plus supervised fieldwork at an approved site where students gain experience in pastoral care and counseling. Pass/Fail grading option only. Prerequisite: PCAC 590. PCAC 592 may be repeated for up to 12 units.

PCAC 595 Clinical Pastoral Education (3)
An intensive 10-week (400-hour) internship program in which students learn and reflect upon the skills required for effective ministry in a number of specialized settings including hospitals, parishes, prisons, family clinics, hospices, and community organizations serving HIV or AIDS patients, the homeless, the mentally ill, and the homebound. Utilizing didactic seminars, group process, and individual supervision, the program offers students internship experience and provides them with a theological perspective for understanding the issues that arise from this experience. This course is offered in collaboration with one of the Clinical Pastoral Education centers in San Diego. Pass/Fail grading option only. Prerequisites: Permission of student's academic adviser and prior acceptance into an approved CPE program. Students who anticipate enrolling for this course should, therefore, begin the advisement and application process at least one semester before their planned registration for PCAC 595. May be repeated with permission of the PCC Coordinator.
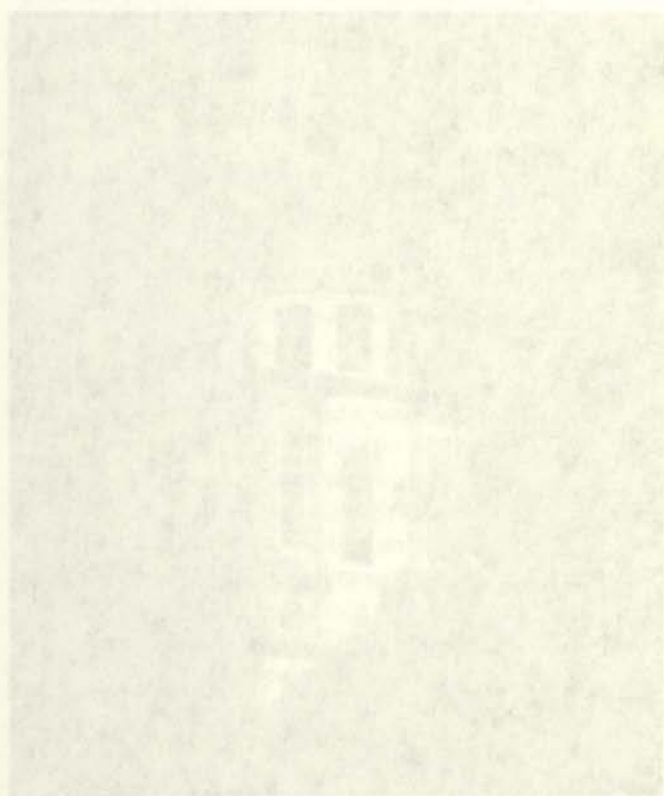
PCAC 597 Practicum in Spiritual Direction (3)

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

PCAC 598 Advanced Practicum in Spiritual Direction (3)

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

PCAC 599 Directed Research (1-3)

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

Master of Arts in Peace and Justice Studies

MASTER OF ARTS IN PEACE AND JUSTICE STUDIES

The Master of Arts in Peace and Justice Studies is an interdisciplinary program emphasizing ethics, international affairs, and conflict resolution. The goals of the program are: to produce graduates who are capable of relating disciplinary and cross-disciplinary theories of peace and justice to real world problem-solving involving regional and international conflict; to foster scholarly agendas examining the dynamics of justice and peacebuilding across multi-level conflicts; and to facilitate faculty and student interaction and development across disciplines and academic units at USD, along with outreach to the community and the larger society. The program takes full advantage of the Joan B. Kroc Institute for Peace and Justice on the USD campus.

The M.A. in Peace and Justice Studies is designed as a full-time program limited to a maximum of 12 students. Students enter together once a year in mid-August and graduate, upon successful completion of coursework, one year later. Preferential consideration will be given to applicants with proficiency in a foreign language in addition to English, and work or volunteer experience in policy areas relevant to peace, conflict and human rights.

Lee Ann Otto, Ph.D., Program Director
Professor, Department of Political Science and
International Relations

FINANCIAL AID

All students accepted into the Peace and Justice Studies program are eligible to be considered for a Gandhi Fellowship. Application for program admission constitutes application for the Gandhi Fellowship. Fellowship awards are determined by a faculty committee. Students selected for awards will receive a minimum of $11,500 applied to tuition. Gandhi Fellows will be involved in various activities in the Joan B. Kroc Institute for Peace and Justice in collaboration with USD faculty and Institute officials. The Gandhi Fellowships and other sources of financial aid are offered to permit full-time study. Contact the Office of Financial Aid Services at USD for further information regarding financial aid and loans.

REQUIREMENTS FOR THE DEGREE

- Full-time status as a graduate student
- Approval of courses by the program director
- 33 units of graduate work with a 3.0 or higher
- Capstone course must be at "B" or better performance, and the grade is Pass/Fail.
- No more than 6 units of coursework at the 300 level or 400 level can be counted toward the 33 units.

The program begins in mid-August with a required pro-seminar that introduces students to the range of cross-disciplinary learning and scholarship which animates the program. The Peace and Justice Studies program emphasizes the integration and use of theoretical and practical materials from ethics, world religions, world history, international relations, conflict resolution and human rights, along with the acquisition of skills necessary for successful pursuit of peace and justice goals. The capstone course facilitates the integration of materials in a problem-solving exercise and case study report which will be shared with the incoming cohort of graduate students at a one-day conference each August.

All students take four courses together in the fall. In the spring semester, students take three courses and each student chooses an elective upon approval of the program director. All students take an Intersession course in Geographic Information Systems to gain competency in computer techniques applied to geographic and demographic data. Every student takes a required course in the summer in addition to the capstone course. With the exception of the pro-seminar and capstone courses, substitutions of the required courses with electives can occur with the approval of the program director if a required course duplicates previous academic work of the student.

COURSES AND SEMINARS

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

PandJS 500 pro-seminar for Peace and Justice Studies (1)

The seminar is designed to introduce students to the three pillars of the Peace and Justice curriculum — conflict resolution, international relations, and human rights or ethics — through readings and discussion. Orientation to the Catholic tradition that sees peace as inseparable from justice will occur, and background information on the intellectual disciplines represented in the program will be presented.

PandJS 510 Morality, Justice, and Rights (3)

Examination of major moral theories — ethical egoism, virtue theory, utilitarianism and deontological theories — and their relation to justice and rights. Major contemporary theories of social justice including utilitarian, libertarian, liberal-egalitarian, radical-egalitarian and communitarian (and conservative) theories along with feminist and multiculturalist perspectives. The use of such theories to assess social, economic, political, and environmental institutions, programs and policies. Particular application to such problems as world hunger; economic inequalities within and between nations; and inequalities and oppression based on gender, race, ethnicity and/or national origin.

Arts and Sciences

ADDITIONAL REQUIREMENTS FOR ADMISSION

SEE PAGES 34 - 36 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Summer (August)
APPLICATION DEADLINE	Feb. 15
MINIMUM GRADE POINT AVERAGE	3.0 (4.0 scale) in all undergraduate coursework
STANDARDIZED ADMISSION TEST	Graduate Record Examination (GRE) General Test only
REQUIRED COURSEWORK	None
REQUIRED LICENSES/CREDENTIALS	None
ADDITIONAL REQUIREMENTS	None

PandJS 515 Comparative Religious Ethics (3)
A comparative study of the bases and processes of character formation and moral action in selected major religious traditions. Emphasis will be placed on the role that narrative, symbol, doctrine and ritual play in behavior in cultures in which thinking and feeling are embedded in religious worldviews. Attention will be given to arguments over whether and to what extent any moral values — particularly those embodied in Western human-rights discourse — can be said to have universal validity. The course will aim at providing students with tools for understanding the impact of religious values on contemporary issues of peace and justice with special attention to the contributions of Catholic social teaching.

PandJS 556 Conflict Analysis, Prevention, and Resolution (3)
This course will examine how conflicts are identified and analyzed, from low-level political violence to major armed conflict, and what theories and tools exist to resolve these conflicts. Students will read classic works in this interdisciplinary field, gaining an understanding of the different scholarly approaches taken to prevent and resolve armed conflict. Students will work in teams on particular case studies, applying theories learned.

PandJS 560 Diplomacy and Decision-Making (3)
This seminar is designed to teach students to think historically about the uses of diplomacy, the peaceful and non-peaceful resolution of crises, and the development of U.S. foreign relations. Themes to be addressed in the readings and discussion include negotiating tactics such as coercion and concessions, comparisons of realist vs. idealist motivations, alliance politics, Advisory processes, the role of individuals, historical analogies, national security interests, and political, ideological, cultural, social and economic environmental factors. Although this class takes a comparative approach in examining American influence on the world and vice versa, we will focus on a number of case studies in U.S. foreign relations to allow for a more in-depth evaluation of the foreign policy of one country. There exists in the United States a widespread and often controversial belief in the exceptionalism of American institutions and policies. The course will assess how the United States has attempted to export this belief to other nations and how these countries have responded.

PandJS 565 Peace and Justice in World Politics: Theory and Practice (3)
An analysis of the theoretical literature on the causes of war and conditions of peace and justice focusing on issues of sovereignty, global governance, military and non-military aspects of security, human rights, and positive and negative peace. Seminar format with extensive student-centered discussions of readings.

PandJS 566 International Negotiations (3)
This is an analytic and skills training course offering advanced training in the theory and practice of negotiations. Simulated negotiations of increasing complexity are carried on both inside and outside the classroom. In the course, students are introduced to various negotiation contexts including cross-cultural and cross-gender issues. Course participants from the Peace and Justice program will be integrated into the law school course which is composed of a mixture of U.S. law students and non-U.S. lawyers who are enrolled in USD's LLM-CL program.

PandJS 570 Environmental Justice (3)
Examination of environmental justice and its relationship to sustainability and the protection of the non-human world. Local, national, and global issues and cases will be considered. Multidisciplinary pedagogical approaches grounded by political and environmental philosophy will be used. Particular attention will be drawn to environmental, social, political, and economic inequalities, injustices and oppression based on differences of gender, race, ethnicity, class, national origin and species membership.

PandJS 580 International Justice and Human Rights (3)
A consideration of theoretical foundations, historical development, and applications of human rights in different parts of the world. The seminar will focus on contending approaches to human rights.

PandJS 594 Special Topics in Peace and Justice Studies (3)
A specialized course focusing on a topic in international affairs, conflict resolution, or ethics and human rights. The course can be repeated if the topic changes.

**PandJS 595 Peace and Justice Capstone (2)**
A case study of a current or a developing problem that threatens or prevents peace and/or justice. The case study will integrate skills and perspectives acquired in the program. Student reflection on the Catholic tradition that sees peace as inseparable from justice will be expected. Assessment of learning outcomes in the program will be conducted. Prerequisite for the course is approval of a case study prospectus. Grading for the course is on a Pass/Fail basis.

Department of Environmental Studies
ENVI 312 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. Prerequisite: MATH 115.

School of Business Administration

USD
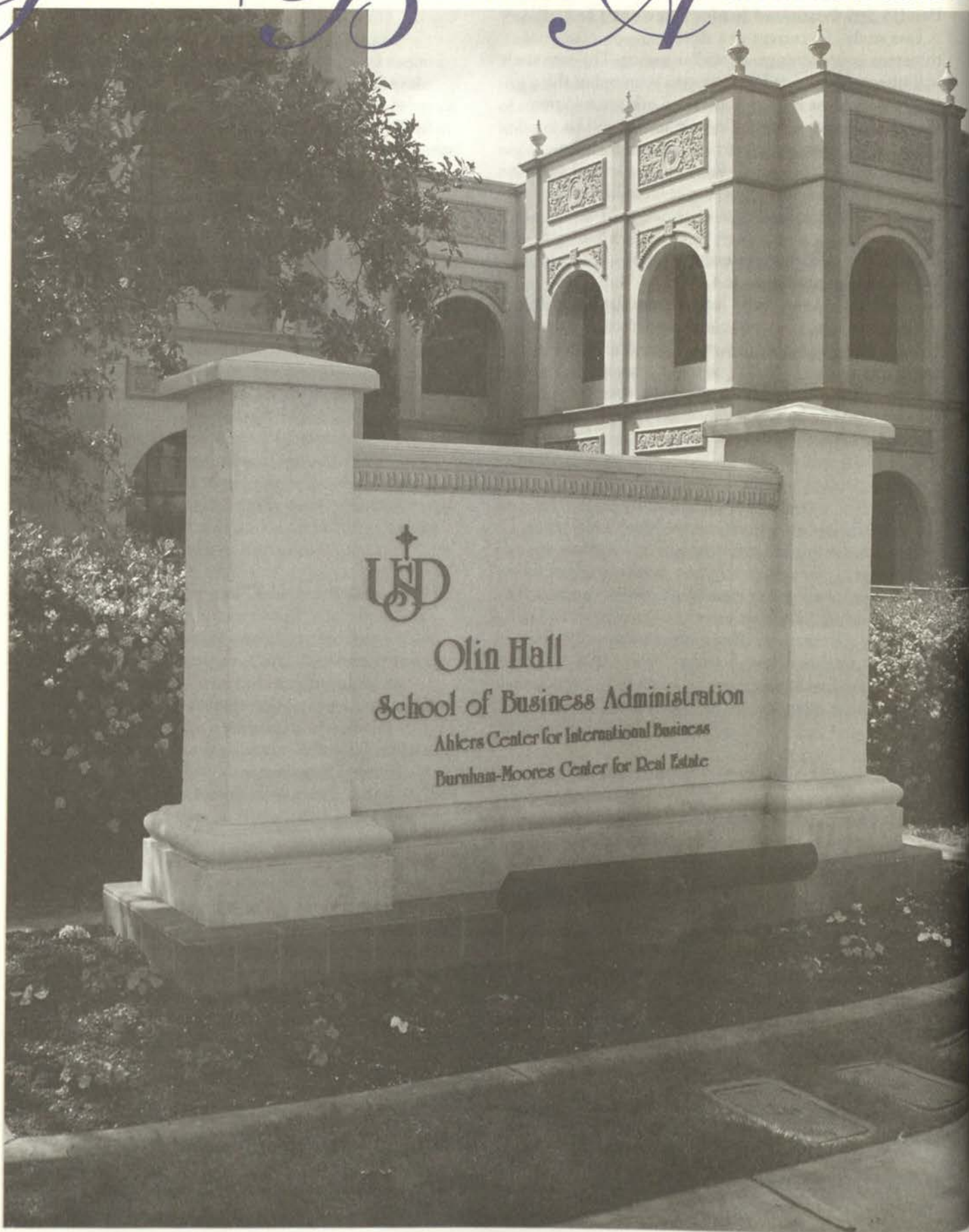
Olin Hall

School of Business Administration

Ahlers Center for International Business

Burnham-Moores Center for Real Estate

Programs

Administration and Faculty

Administration

Andrew T. Allen, Ph.D.
Interim Dean

C. David Light, Ph.D.
Interim Associate Dean

Carmen M. Barcena, Ed.D.
Assistant Dean

David Bergheim, M.B.A.
Director of Relationship Management

Liz Mueller, M.B.A.
Director of Development

Stephen Standifird, Ph.D.
Director, Undergraduate Business Programs

Jane Usatin, Ph.D.
Director, Undergraduate Student Advising

Graduate Programs

Master of Science in Accountancy and Financial Management

Loren L. Margheim, Ph.D., C.P.A.
Academic Co-Director

Diane D. Pattison, Ph.D.
Academic Co-Director

Master of Business Administration and International Business Administration

Denise Dimon, Ph.D.
Academic Director

Kacy Kilner, M.S., Ph.D. (Cand.)
Director of Admissions

Bobbie J. Gray, M.Ed.
Administrative Director M.B.A.

Kira Mendez, M.S., Ph.D. (Cand.)
Administrative Director International M.B.A.

Master of Science in Executive Leadership

Stephen Standifird, Ph.D.
Academic Director

Kurt Gering, M. Ed, M.B.A.
Administrative Director

Master of Science in Global Leadership

Craig B. Barkacs, M.B.A., J.D.
Academic Director

Bob Schoultz, M.B.A.
Administrative Director

Master of Science in Real Estate

Charles Tu, Ph.D.
Interim Academic Director

Lisa Chambers, M.B.A.
Administrative Director

Master of Science in Supply Chain Management

Simon Croom, Ph.D.
Academic Director

Kerry Kilber Rebman, B.S.
Administrative Director

Centers and Institutes

Accountancy Institute
www.sandiego.edu/sbaaccounting

Loren L. Margheim, Ph.D., C.P.A.
Co-Director

Diane D. Pattison, Ph.D.
Co-Director

Ahlers Center for International Business
www.sandiego.edu/IntlBus

Denise Dimon, Ph.D.
Director

Burnham-Moores Center for Real Estate
www.usdrealestate.com

Mark J. Riedy, Ph.D.
Executive Director

Supply Chain Management Institute
www.sandiego.edu/scmi

Simon Croom, Ph.D.
Executive Director

Faculty

Andrew T. Allen, Ph.D.
Jean-Pierre Amor, Ph.D.
Joan B. Anderson, Ph.D.
Craig B. Barkacs, J.D., M.B.A.
Colleen Bee, Ph.D.
Stephen Conroy, Ph.D.
Curtis W. Cook, D.B.A.
N. Ellen Cook, Ph.D.
Simon Croom, Ph.D.
Thomas M. Dalton, Ph.D., C.P.A.
Shreesh D. Deshpande, Ph.D.
Denise Dimon, Ph.D.
Kokila Doshi, Ph.D.
Seth R. Ellis, Ph.D.
James W. Evans, Ph.D.
Alan Gin, Ph.D.
John Hanson, Ph.D.
Donald L. Helmich, Ph.D.

Charles F. Holt, Ph.D.
Judith A. Hora, Ph.D., C.P.A.
Johanna Steggert Hunsaker, Ph.D.
Phillip L. Hunsaker, D.B.A.
Robert R. Johnson, Ph.D.
Timothy P. Kelley, Ph.D., C.P.A.
Rohit Kishore, Ph.D.
Maria Kniazeva, Ph.D.
Scott W. Kunkel, Ph.D.
Marc Lampe, J.D., M.B.A.
C. David Light, Ph.D.
Barbara A. Lougee, Ph.D.
Alyson Ma, Ph.D.
Loren L. Margheim, Ph.D., C.P.A.
Patricia Marquez, Ph.D.
Norman Miller, Ph.D.
Thomas O. Morris, Ph.D.
Andrew Narwold, Ph.D.
Diane Pattison, Ph.D.
Cynthia M. Pavett, Ph.D.
James T. Perry, Ph.D.
Mario J. Picconi, Ph.D.
Manzur Rahman, Ph.D.
Eugene J. Rathswohl, Ph.D.
Carl Rebman, Jr., Ph.D.
Daniel A. Rivetti, D.B.A.
Miriam Rothman, Ph.D.
Jonathan Sandy, Ph.D.
James Smith, J.D., Ph.D.
Tyagarajan N. Somasundaram, Ph.D.
Helder Sebastiao, Ph.D. (Cand.)
Stephen Standifird, Ph.D.
Steven Sumner, Ph.D.
Charles J. Teplitz, D.B.A.
Charles C. Tu, Ph.D., C.F.A.
Vicente A. Vargas, Ph.D.
Gary G. Whitney, Ph.D.
Barbara Withers, Ph.D.
Dirk S. Yandell, Ph.D.
Dennis P. Zocco, Ph.D.

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.

GRADUATE PROGRAMS IN BUSINESS

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

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

The **Master of Business Administration (M.B.A.)** encompasses 50 units of academic study. The full-time M.B.A. is a cohort based program starting each fall and can be completed in 16 months. The evening M.B.A. program can be completed in 2 ½ years, with students going part-time and taking evening courses. The program can be started in the spring and fall semester. A thesis is not required and there are no comprehensive examinations. No specific undergraduate course prerequisites or fields of concentration are required.

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

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

The **Master of Science in Global Leadership (M.S.G.L.)** program is designed for high-performing mid-level executives who have an established track record of success within their specific occupation. The M.S.G.L. is comprised of 31 units and is organized into class cohorts. Originally created to meet the needs of military officers with global responsibilities, this degree provides the academic foundation for both military and industrial leaders who seek to demonstrate effective leadership and management skills in the changing global arena.

The **Master of Science in Real Estate (M.S.R.E.)** degree offers an 11-month, 32-unit curriculum that develops the specialized skills needed by real estate professionals. Through an interactive approach, the program provides students with the leadership, communication and interpersonal skills necessary to compete for real estate careers at the middle-to-upper-management levels or become real estate entrepreneurs.

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

CENTERS AND INSTITUTES

John Ahlers Center for International Business

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

One activity of the Ahlers Center is the sponsorship and coordination of study abroad programs during Intersession and Summer Sessions. These programs 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 at www.sandiego.edu/IntlBus.

Burnham-Moores Center for Real Estate

The mission of the Burnham-Moores Center for Real Estate is to deliver outstanding education, industry out-reach and research services to advance socially responsible leadership in real estate. Our goals are a commitment to excellence and a dedication to developing a world-class 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 professionals.

The Burnham-Moores Center for Real Estate consists of 12 faculty and staff and six affiliated faculty members. The Ernest W. Hahn Chair Policy Advisory Board Executive Committee, comprised of 30 senior business and real estate executives, provides overall policy guidance and financial support to the real estate program. The Commercial Real Estate Committee and the Residential Real Estate committee consist of another 30 members each, and the new Curriculum and Research Committee consists of five industry executives, totaling 95 industry leaders who serve as advisers to the program. These leaders offer their advice on curriculum development and conference topics, as well as job placement strategies, internships and employment opportunities.

The University of San Diego has become one of 16 universities in the United States to offer a Master of Science degree dedicated to real estate. This program is a multi-disciplinary approach to real estate. It offers graduate students the opportunity to explore the many facets of the profession through an interactive approach using industry-based projects. The one-year master's degree is outstanding real estate education substantiated with individual student attention and career placement assistance.

Accountancy Institute

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

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

Supply Chain Management Institute

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

SCMI provides students with opportunities to learn from leading practitioners in supply chain management. The institute also assists students and alumni with career placement through its annual job fair and year-round access to leading corporations with opportunities for both internships and long-term placement. The student division of the institute, the Supply Chain Management Association (SCMA), also organizes tours to world-class facilities and opportunities for interacting with industry and professional organizations.

SCMI is dedicated to building wide practioner, academic, alumni and student networks into a vibrant community of leading-edge practice. For additional information, please visit the Web site at www.sandiego.edu/scmi.

GENERAL REQUIREMENTS OF THE SCHOOL OF BUSINESS ADMINISTRATION

Students must complete all course requirements with an overall grade point average of at least 3.0 on a 4.0 scale. Use of the grades "A+" and "D" is not permitted in the graduate business programs. Also see page 47 for policies on academic probation and disqualification.

Transfer of Graduate Credit

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

Non-Degree Special Students

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

Course Prerequisites

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

Responsibility of Students

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

Waiver Administration and Conditions for Waiver

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

ADDITIONAL REQUIREMENTS FOR ADMISSION

SEE PAGES 34 - 36 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS

Full-time M.B.A., I.M.B.A.:
Fall Evening M.B.A.: Fall, Spring
M.A.F.M.: Fall, Spring, Summer
M.S.E.L., M.S.R.E.: Fall
M.S.G.L.: January, May, September
M.S.-S.C.M.: February, July

MINIMUM GRADE POINT AVERAGE

3.0 (4.0 scale)

STANDARDIZED ADMISSION TEST

GMAT
TOEFL - International applicants only (minimum score of 92/237/580 required); See *English Proficiency* and *International Student Applicants*, page 35

REQUIRED COURSEWORK

No specific undergraduate coursework required

REQUIRED LICENSES OR CREDENTIALS

None

ADDITIONAL REQUIREMENTS
FOR M.B.A., I.M.B.A., M.S.G.L., M.S.R.E.

Three appraisal forms or letters of recommendation

At least two years of full-time work experience is expected for admission to the program. Deferred admission may be granted pending completion of two years full-time work experience; Additional consideration may be given to candidates with substantial business experience.

Applicants who received their bachelor's degree from a non-US educational institution must have their transcripts evaluated by the International Education Research Foundation (IERF) or World Education Services, Inc. (WES).

Master of Business Administration

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

The M.B.A. program at USD develops socially responsible leaders and provides them with the analytical tools to make thoughtful business decisions. The M.B.A. curriculum includes core management courses and electives, socially responsible leadership development and practical enrichment programming. Emphasis is placed on established best practices of business, as well as applied research and hands-on experiences aimed at expanding the knowledge base and career options of the program's graduates.

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

The M.B.A. program offers a full-time, cohort-based program starting in the fall of each year. In addition, there is the Evening M.B.A. program where students can pace their schedule to adjust to their busy lifestyle. The program starts in both the fall and spring semesters. Attending on a part-time basis in this program allows for completion in approximately 2 ½ years. Courses in both programs are offered year-round and include varied elective offerings, internships, speakers' series, socially responsible leadership development programs and study abroad programs creating a variety of innovative learning opportunities.

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

REQUIREMENTS FOR THE M.B.A. DEGREE

Prerequisites are indicated in parentheses.

I. Socially Responsible Leadership Development (9 units)

GSBA 500 – Working in Teams – 1 unit
(must be taken first semester)
GSBA 501 – Ethical Leadership in Organizations – 2 units
(must be taken first semester)
GSBA 507 – Peace Through Commerce – 2 units
(501 or concurrent)
GSBA 508 – Legal and Social Environment of Business –
2 units (501 or concurrent)
GSBA 513 – Corporate Governance and Values –
2 units (505)

II. Management Core (21 units)

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

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

GSBA 512 – Negotiations – 2 units (501 or concurrent)

Take one of the following:
GSBA 590 – Strategic Management – 3 units
(taken in last semester)
GSBA 591 – International Strategic Management –
3 units (taken in last semester)
GSBA 592 – Strategy Simulation 3 units
(with approval of instructor)
*And take one of the following (this requirement is only for the
full-time cohort M.B.A. Program):*
GSBA 595 – Business Consulting Project –
3 units (taken in last semester)
GSBA 593 – International Practicum – 3 units (minimum
of four of the following courses 503, 504, 510, 511 or
505, 506, 507, 509, 516 along with consent of adviser)

Business
Administration

IV. Program Electives (12 or 15 units)

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

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

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

V. Community Service Requirement

Two business related community service activities

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

AREAS OF ELECTIVE EMPHASIS

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

Management Emphasis

The Management emphasis allows students to concentrate their electives in the management area to gain additional expertise in the field beyond the core business courses.

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

GSBA 530 – Human Resources Management – 3 units (501 or 515)

GSBA 532 – International Comparative Management – 2 units (501 or 515)

GSBA 533 – Organization Change and Design – 2 units (501 or 515)

GSBA 534 – Values, Ethics, and Corporate Culture – 3 units (501 or 515)

GSBA 535 – Interpersonal and Group Dynamics – 3 units (501 or 515)

GSBA 536 – Executive Career Development – 1 unit (501 or 515)

GSBA 537 – Entrepreneurship and Intrapreneurship – 3 units (511)

GSBA 539 – Power and Politics in Organizations – 3 units (501 or 515)

Marketing Emphasis

The Marketing emphasis allows students to concentrate their electives in the marketing area to gain additional expertise in the field beyond the core business courses in the area.

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

GSBA 550 – Marketing Research – 3 units (504 or 516)

GSBA 551 – Seminar in Consumer Behavior – 3 units (504 or 516)

GSBA 552 – Promotional Strategy – 3 units (504 or 516)

GSBA 553 – Seminar in Global Marketing – 2 units (504 or 516)

GSBA 554 – Strategic Marketing – 3 units (504 or 516)

GSBA 555 – Services Marketing – 3 units (504 or 516)

GSBA 556 – New Product Development – 3 units (504 or 516)

GSBA 558 – High Technology Marketing – 3 units (504 or 516)

Finance Emphasis

The Finance emphasis allows students to concentrate their electives in the finance area to gain additional expertise in this field beyond the core business courses in the area.

The Finance emphasis requires 8 or more additional units in finance:

GSBA 520 – Seminar in Financial Management – 3 units (505)

GSBA 521 – Seminar in Investments – 3 units (505)

GSBA 522 – Advanced Seminar in Finance and Investments – 2 units (505)

GSBA 523 – International Financial Management – 3 units (505)

GSBA 524 – Financial Management for New Ventures – 3 units (505)

GSBA 525 – Commercial Real Estate Finance and Investment – 3 units (505)

GSBA 526 – Real Estate Markets, Financing, and Institutions – 3 units (505)

GSBA 528 – Business Cycles and Forecasting – 3 units (502 and 503)

International Business Emphasis

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

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

GSBA 523 – International Financial Management – 3 units (505)

GSBA 532 – International Comparative Management – 2 units (501 or 515)

GSBA 533 – Organization Change and Design – 2 units (501 or 515)

GSBA 553 – Seminar in Global Marketing – 2 units (504 or 516)

GSBA 581 – International Trade and Commerce – 2 units (503)

GSBA 582 – International Business Negotiations – 2 units (512)

GSBA 585 – Business Environment of Asia and the Pacific Rim – 2 units (501 or 515)

GSBA 586 – Europe in the Global Economy – 2 units (501 or 515)

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

GSBA 597 – International Studies

Real Estate Emphasis

The Real Estate emphasis offers students the opportunity to focus their elective options on the fast-paced world of real estate. Combining academic rigor with the opportunities to meet some of the top real estate professionals in San Diego gives the real estate emphasis a unique perspective. The graduate real estate students are invited to all of the Burnham-Moores Center for Real Estate industry events including three major conferences each year. Through the center's classes, research and industry partnerships, it creates a culture of leadership and teamwork that extends far into the real estate community.

The Real Estate emphasis requires 6 or more units in real estate (select two from the three below):

GSBA 525 – Commercial Real Estate Finance and Investment – 3 units (505)

GSBA 526 – Real Estate Markets, Financing, and Institutions – 3 units (505)

GSBA 527 – Real Estate Law, Ethics and Public Policy – 3 units (505)

Supply Chain Management Emphasis

Supply Chain Management is a core competency at world-class firms. The principal benefit of supply chain management is the generation of a sustainable competitive advantage. A firm's supply chain extends from the end customer back through the firm's distributors, the firm itself, its suppliers, and their suppliers. Supply chain management focuses on the design, development, and management of relationships, both inside the firm and with the firm's supply world. These relationships are essential to ensure a smooth flow of quality goods, services, and technology which optimizes end customer satisfaction. The program integrates three key legs: supply management, logistics and operations. Students also will be able to participate in the activities of the Supply Chain Management Institute.

The Supply Chain Management emphasis requires 6 or more units in supply chain (select two from the three below):

GSBA 560 – Supply Chain Systems (506)

GSBA 561 – Supply Management (506)

GSBA 562 – Strategic Cost Management (511 may be taken concurrently)

Venture Management Emphasis

The Venture Management emphasis is designed to prepare students for roles in management that require skills in managing organizations through periods of anticipated organizational turbulence. The reduction of attendant risk and the containment of resource costs are intended to be the outcome of this effort. Such periods may include significant start-up activities, periods of rapid growth or expansion, and major shifts in product mix or marketplace presence. This program emphasizes the key role that the manager plays in the successful development and execution of appropriate operational responses to opportunities.

The Venture Management emphasis is a three-course series. Students must observe all prerequisites. No emphasis courses may be waived.

Emphasis Courses (9 units)

GSBA 524 – Financial Management for New Ventures (505)

GSBA 537 – Entrepreneurship and Intrapreneurship (511)

GSBA 556 – New Product Development (504 or 516)

International Master of Business Administration

USD's School of Business Administration was one of the first business schools in the country to establish a master's level degree program to focus on international business. Our faculty, who have a wide variety of teaching, research and work experience in many different countries, strongly support the international emphasis. In our International M.B.A. degree program, global issues are woven throughout the curriculum and are examined in every course. Our small classes, student and faculty interaction, as well as team learning, all form integral and unique parts of our international business learning experience.

The International M.B.A. is a full-time program that can be completed in 12 or 16 months. The structure of the program is flexible: students can participate in a semester exchange program, complete an internship with an international company in the United States or abroad, or participate in an intensive language program. In this program, even the traditional business foundation courses – such as marketing, management, finance and accounting – have an international focus.

In addition to the program's many international study opportunities, the degree requires students to participate in an international consulting practicum. Each student works with a team of other students to perform a consulting project for an international company. The international educational experience at USD is enriched by not only our international student body, but also by the opportunities provided by the John Ahlers Center for International Business. The Ahlers Center sponsors study abroad opportunities of varying lengths in countries on four continents. In addition, the center hosts visiting international distinguished faculty or international executives-in-residence and sponsors a variety of events and speakers on global issues.

The International M.B.A. program develops managers with a global orientation and the professional skills they need to succeed in the international marketplace. This program is designed for students interested in leadership roles in international organizations based in any country in the world. In addition to a strong grounding in international business, the International M.B.A. degree provides students with interdisciplinary training in international law, as well as exposure to political, cultural and ethical perspectives on business.

The program begins two weeks prior to the regular semester calendar to allow for completion of the international core courses during the first semester.

REQUIREMENTS FOR THE INTERNATIONAL M.B.A. DEGREE

Prerequisites are indicated in parentheses.

I. International Management Core (16 units)
GSBA 503 – Fundamentals of Business Economics – 2 units (515 or concurrent)
GSBA 505 – Financial Management and Analysis – 3 units (502 or Statistics certification, 510)
GSBA 506 – Operations and the Global Supply Chain – 3 units (502 or Statistics certification)
GSBA 510 – Financial Accounting and Statement Analysis – 3 units (515 or concurrent)
GSBA 511 – Managerial Accounting – 2 units (510)
GSBA 516 – Marketing for International Managers – 3 units (515 or concurrent)

II. International Leadership Development (16 units)
GSBA 507 – Peace Through Commerce – 2 units (515 or concurrent)
GSBA 513 – Corporate Governance and Values – 2 units (505)
GSBA 514 – Working in Multicultural Teams – 1 unit (must be taken first semester)
GSBA 515 – Ethical Leadership in International Organizations – 2 units (must be taken first semester)
GSBA 517 – International Legal and Social Environment of Business – 2 units (515 or concurrent)
GSBA 523 – International Financial Management – 3 units (505)
GSBA 532 – International Comparative Management – 2 units (515 or concurrent)
GSBA 553 – Seminar in Global Marketing – 2 units (504 or 516)

III. International Practical Enrichment (6 units)
GSBA 591 – International Business Strategy – 3 units (final semester or term of program) OR
GSBA 592 – Strategy Simulations – 3 units (Permission of Instructor Required)
GSBA 593 – International Practicum – 3 units (minimum of four of the following courses 503, 504, 505, 506, 507, 509, 510, 511, or 516 along with consent of adviser)

IV. Elective or Areas of Emphasis (12 units)
Courses at USD: There are a wide variety of elective courses. You may also select a concentration by focusing electives in particular areas of expertise. A maximum of 6 units may be chosen from the School of Law or other relevant USD graduate program. For courses outside the School of Business Administration, permission must also

be obtained from the director of the graduate program. See the appropriate section of this *bulletin* or the *School of Law Bulletin* for information about course offerings outside the School of Business Administration. Prerequisites for all elective courses must be observed.

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

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

V. Additional Requirements:
* *Statistics for Managers – certification (on-line course completed or GSBA 502)*
* *Second Language competency – Students are required to demonstrate "Mid-Intermediate" or higher on the ACTFL Scale oral competence in one language other than English.*
* *Community Service (two activities)*

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

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

Management Emphasis
The Management emphasis allows students to concentrate their electives in the management area to gain additional expertise in the field beyond the core business courses.

The Management emphasis requires 6 or more additional units in management (in addition to GSBA 514, 515, 532, 593 and 591):

GSBA 512 – Negotiations – 2 units (501 or 515)
GSBA 530 – Human Resources Management – 3 units (501 or 515)
GSBA 533 – Organizational Change and Design – 3 units (501 or 515)
GSBA 534 – Values, Ethics and Corporate Culture – 3 units (501 or 515)
GSBA 535 – Interpersonal and Group Dynamics – 3 units (501 or 515)
GSBA 536 – Executive Career Development – 1 unit (501 or 515)
GSBA 537 – Entrepreneurship and Intrapreneurship – 3 units (511)
GSBA 539 – Power and Politics in Organizations – 3 units (501 or 515)

Marketing Emphasis
The Marketing emphasis allows students to concentrate their electives in the marketing area to gain additional expertise in the field beyond the core business courses in the area.

The Marketing emphasis requires 6 or more additional units in marketing (in addition to GSBA 516 and 553):

GSBA 550 – Marketing Research – 3 units (504 or 516)
GSBA 551 – Seminar in Consumer Behavior – 3 units (504 or 516)
GSBA 552 – Promotional Strategy – 3 units (504 or 516)
GSBA 554 – Strategic Marketing – 3 units (504 or 516)
GSBA 555 – Services Marketing – 3 units (504 or 516)
GSBA 556 – New Product Development – 3 units (504 or 516)
GSBA 558 – High Technology Marketing – 3 units (504 or 516)

Finance Emphasis
The Finance emphasis allows students to concentrate their electives in the finance area to gain additional expertise in this field beyond the core business courses in the area.

The Finance emphasis requires 6 or more additional units in finance (in addition to GSBA 505 and 523):

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

Real Estate Emphasis
The Real Estate emphasis offers students the opportunity to focus their elective options on the fast-paced world of real estate. Combining academic rigor with the opportunities to meet some of the top real estate professionals in San Diego gives the real estate emphasis a unique perspective. The graduate real estate students are invited to all of the Burnham-Moores Center for Real Estate industry events including three major conferences each year. Through the center's classes, research and industry partnerships, it creates a culture of leadership and teamwork that extends far into the real estate community.

The Real Estate emphasis requires 6 or more units in real estate (select two from the three below):

GSBA 525 – Commercial Real Estate Finance and
   Investment – 3 units (505)
GSBA 526 – Real Estate Markets, Financing and Institutions
   – 3 units (505)
GSBA 527 – Real Estate Law, Ethics and Public Policy –
   3 units (505)

Supply Chain Management Emphasis

Supply chain management is a core competence at world-
class firms. The principal benefit of supply chain management
is the generation of a sustainable competitive advantage. A
firm's supply chain extends from the end customer back
through the firm's distributors, the firm itself, its suppliers and
their suppliers. Supply chain management focuses on the
design, development, and management of relationships, both
inside the firm and with the firm's supply world. These
relationships are essential to ensure a smooth flow of quality
goods, services and technology which optimizes end customer
satisfaction. The program integrates three key legs:
procurement, logistics and information systems. Students also
will be able to participate in the activities of the Supply
Chain Management Institute.

The Supply Chain Management emphasis requires 6 or
more units in supply chain management (select two from the
three listed).

GSBA 560 – Supply Chain Systems (506)
GSBA 561 – Supply Management (506)
GSBA 562 – Strategic Cost Management (511 may be
   taken concurrently)

Venture Management Emphasis

The Venture Management emphasis is designed to prepare
students for roles in management that require skills in
managing organizations through periods of anticipated
organizational turbulence. The reduction of attendant risk
and the containment of resource costs are intended to be the
outcome of this effort. Such periods may include significant
start-up activities, periods of rapid growth or expansion, and
major shifts in product mix or marketplace presence. This
program emphasizes the key role that the manager plays in
the successful development and execution of appropriate
operational responses to opportunities.

The Venture Management emphasis is a three-course
series. Students must observe all prerequisites. No emphasis
courses may be waived.

Emphasis Courses (9 units)

GSBA 524 – Financial Management for New Ventures (505)
GSBA 537 – Entrepreneurship and Intrapreneurship (511)
GSBA 556 – New Product Development (504 or 516)

M.B.A. or I.M.B.A./M.S.R.E. Joint Degree Program

The Master of Business Administration or the International
Master of Business Administration -Master of Science in
Real Estate joint degree program allows students to obtain an
M.S. in Real Estate and M.B.A. or an I.M.B.A. by
completing 68 or 70 units, respectively. Students benefit
from both business and real estate courses and will receive

two diplomas upon completion of all coursework. Students
must be accepted into both programs and can take either
field of study to begin. With the cohort nature of the
M.S.R.E. program, students need to work with the M.S.R.E.
Program Director on sequencing of courses. Total of 68 units
with the M.B.A. and 70 units with the I.M.B.A..

M.B.A./M.A.F.M. or M.Tax. Joint Degree Program

The Master of Business Administration - Master of
Science in Accountancy and Financial Management or a
Master of Science in Taxation joint degree program allows
students to obtain an M.B.A. and M.S. in Accountancy
and Financial Management or an M.S. in Taxation by
completing 67 units. Students benefit from both business
and accountancy courses and will receive two diplomas

upon completion of all coursework. Students must be
accepted into both programs and can take either field of
study to begin. Students should be aware that substantial
undergraduate accountancy courses are required as
prerequisites to the M.A.F.M. or M.Tax. program and are
not included in the total units indicated. Total of 67 units.

I.M.B.A./M.A.F.M. or M.Tax. Joint Degree Program

The International Master of Business Administration - Master of Science in Accountancy and Financial Management or a Master of Science in Taxation joint degree program allows students to obtain an I.M.B.A. and M.S. in Accountancy and Financial Management or an M.S. in Taxation by completing 64 units. Students benefit from both international business and accountancy courses and will receive two diplomas upon completion of all coursework. Students must be accepted into both programs and can take either field of study to begin. Students should be aware that substantial undergraduate accountancy courses are required as prerequisites to the M.A.F.M. or M.Tax. program and are not included in the total units indicated. Total of 64 units.

M.B.A./M.S.G.L. Joint Degree Program

The Master of Business Administration-Master of Science in Global Leadership joint degree program allows students to obtain an M.B.A. and M.S. in Global Leadership by completing 66 units. Students benefit from both business and leadership courses and will receive two diplomas upon completion of all coursework. Students must be accepted into both programs and can take either field of study to begin. Total of 66 units.

I.M.B.A./M.S.G.L. Joint Degree Program

The International Master of Business Administration-Master of Science in Global Leadership joint degree program allows students to obtain an I.M.B.A. and M.S. in Global Leadership by completing 66 units. Students benefit from both international business and leadership courses and will receive two diplomas upon completion of all coursework. Students must be accepted into both programs and can take either field of study to begin. Total of 66 units.

M.B.A./M.S.E.L. Joint Degree Program

The Master of Business Administration-Master of Science in Executive Leadership joint degree program allows students to obtain an M.B.A. and M.S. in Executive Leadership by completing 68 units. Students benefit from both business and executive leadership courses and will receive two diplomas upon completion of all coursework. Students must be accepted into both programs and can take either field of study to begin. Total of 68 units.

Course Descriptions

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

GSBA 500 Working in Teams (1)

This course develops student understanding and skills for effective teamwork. It provides theory and concepts underlying team process and development while improving skill proficiency through experiential assignments. Topics include team chartering, stages of team development, communication, problem solving, conflict, diversity management, values, norms, meeting facilitation, virtual teams and assessing performance. Learning methods include case studies, process observation, experiential exercises, team projects and 360-degree feedback. This course is taken in the first semester of the M.B.A. program.

GSBA 501 Ethical Leadership in Organizations (2)

This course provides concepts and skills for ethical leadership. Topics include leadership theories, leadership style, creating vision and strategy, understanding people (perception, learning, values, personality, diversity, etc.), change, ethical decision-making, power and influence, motivation and organizational culture. Learning methods include self-assessment, lecture or discussion, case studies, team projects and experiential exercises. This course is taken in the first semester of the M.B.A. program.

GSBA 502 Statistics for Managers (2)

This course examines how managers use data as the key input for systematic business problem-solving. Topics include collecting data, describing and presenting data, probability, statistical inference, regression analysis, forecasting and risk analysis. Extensive use of Excel for data analysis with a focus on applied business decision-making. Common business processes and business skills practiced are gathering and organizing data, quantitative data analysis, forecasting, decision-making under uncertainty and communicating or presenting results. Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 503 Business Economics (2)

All commerce takes place in the broad context of the macro-economy, hence an understanding of factors that influence the overall economy is essential for business managers. This course is designed to provide an introduction to business economics, including both micro and macroeconomic foundations. Topics to be covered include: fundamentals of demand and supply, fiscal policy and monetary policy. Upon completion of the course, students will be able to undertake supply and demand

analysis to their own firm or industry; identify and analyze international trade conditions and opportunities; make accurate assessments of the current state of the macro-economy; and anticipate the impacts of relevant policy initiatives by Congress and the Federal Reserve System. Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 504 Marketing for Managers (3)

This course examines the key elements of marketing and the economic concepts that underlie them. Topics include understanding the competitive structure of industries, product differentiation, branding, pricing, promotion and distribution. Common business processes and business skills practiced are developing and positioning a product, choice of distribution channels, promotional techniques, demand estimation, pricing decisions and developing a marketing strategy. Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 505 Financial Management and Analysis (3)

This course discusses how firms acquire, use and value capital resources. Topics covered are domestic and international capital markets, the time value of money, financial securities, risk and return, capital market efficiency, cost of capital and option basics. Common business processes and business skills practiced are free cash flow projections, capital budgeting and the valuation of a firm. Teaching methods are lecture, assignments and case studies. Prerequisites: GSBA 502 and GSBA 510.

GSBA 506 Operations and the Global Supply Chain (3)

This course examines the operational processes of the logistical chain from acquisition of materials through conversion to physical distribution of goods and services. Topics include supply systems, workflow systems, inventory systems, quality systems logistics systems, cost estimation, optimization tools, and continuous improvement. Common business processes and business skills practiced are production planning, workflow scheduling, cost estimation, resource allocation, work methods design, inventory management and continuous improvement methods. Prerequisite: GSBA 502.

GSBA 507 Peace Through Commerce (2)

This course focuses on the ways in which businesses contribute to the peace and prosperity of the global community through commerce and wealth creation. It examines how business and political environments affect the strategies and competitive advantage of domestic and international firms. The course will explore issues such as globalization, outsourcing, country risk, corruption,

environmental issues, business development, micro-financing, trade policies between countries, poverty and the role of the World Trade Organization and other international institutions. Students will study the political and business environment of BRIC (Brazil, Russia, India and China) countries and learn to develop win-win business strategies both for business success and raising the living standards of emerging economies. Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 508 Legal and Social Environment of Business (2)

This course examines law, ethics and social responsibility as they apply to business and its stakeholders. Topics include the relationship of law and ethics; fundamentals of US law and the legal system; contract law; politics, public policy and government regulation of business; domestic and global responsibilities to consumers, employees, communities and our natural environment. Consideration is given to preventing legal problems and resolving conflict in business through ethical behavior, risk management, hiring and managing an attorney, and alternative dispute resolution. Prerequisite: GSBA 501 or concurrent.

GSBA 509 Managerial Economics and Decision Making (3)

This course examines models of decision making and applies the tools of applied microeconomics to solve managerial decision problems. Topics include problem definition, generation of alternatives, optimization techniques, game theory, quantitative analysis including forecasting, demand estimation and optimal pricing, qualitative analysis including issues of framing and perception and the social, political and ethical dimensions of decision making. Effective communication of recommendations and analysis in written and oral presentations is required. Prerequisites: GSBA 502, 503 and 510.

GSBA 510 Financial Accounting and Statement Analysis (3)

This course focuses on the preparation of corporate financial statements and their use by external parties making investment related decisions. Topics include income determination, asset and liability management and financial statement analysis. Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 511 Managerial Accounting (2)

This course focuses on the design of cost systems and managerial accounting reports to aid in the planning and control of a business entity. Topics include incremental analysis, cost-volume-profit, activity based costing and budgeting. Prerequisite: GSBA 510.

GSBA 512 Negotiations (2)

Efforts to influence the goals, structure, and direction of an organization are undertaken by individuals and groups who frequently hold diverse and competing perspectives. Accordingly, negotiation is a central skill in managing conflict, creating value, and distributing resources. People want to participate effectively in decisions that affect them, and will resist accepting decisions dictated by others. People differ, and they use negotiation to handle their differences. This course will explore the science and art of negotiation. The "science" will be learned largely through readings and discussions of the readings. The "art" will be learned through experience in simulated negotiations. Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 513 Corporate Governance and Values (2)

This course focuses on issues of governance and accountability in the contemporary corporation considering how corporations differ around the world with respect to such things as legal personality, limited liability, transferable shares, investor ownership and delegated management with board structure. The shareholder model versus stakeholder model are examined as well as conflicts of interest: management and shareholders; controlling shareholder and minority shareholder. Forms of expropriation of minority shareholders are included. While the main emphasis is on the business corporation, the relevance of these concepts to not-for-profit organizations and state-owned enterprises will also be addressed. Issues of board structure, selection, functions, and compensation are examined. Some of the recent instances of corporate scandals are studied with a view to discerning common causes of governance failure. The ensuing legislative and regulatory responses are reviewed along with the emerging issue of shareholder activism. International comparisons are included. The course will require active student participation in case discussions, presentations, papers and role-plays. Prerequisite: GSBA 505.

GSBA 514 Working in Multicultural Teams (1)

This course is designed to develop students' understanding and competency in applying the skills necessary for effective teamwork in an international context. It provides the theory and concepts underlying team process and team development, as well as experiential exercises for practicing and improving skill proficiency. Topics include but are not limited to: multicultural teams, conflict resolution, creative problem solving, stages of team development, team chartering and working with values-based diversity. Pedagogy includes case studies, process observation, experiential exercises, team projects and 360-degree feedback. Taken in the first semester of the International M.B.A. program.

GSBA 515 Ethical Leadership in International Organizations (2)

This course challenges students to develop the skills they will need for effective governance and ethical leadership. Given the global context of business, increasing uncertainty and rapid changes, new leadership skills are required. The course provides students with competencies in critical thinking, reflection and building of learning communities. Topics to be covered are: communication, motivation, leadership theories and style, individual differences in leadership, moral leadership, empowerment, leading diversity, creating vision, models of moral development, ethical foundations for leadership decisions and influence of individual, corporate and international values, and creating value-based organizational cultures. Teaching methods include interpretation of diagnostic instruments, lecture or discussion, case studies, team projects, behavioral exercises, and coaching in interpersonal skills. Taken in the first semester of the International M.B.A. program.

GSBA 516 Marketing for International Managers (3)

This course introduces students to the opportunities and problems facing marketing managers in the global marketplace. It provides an up-to-date overview of international marketing and institutions involved in the process. Topics include global environment, product development, promotion strategies, pricing and distribution for worldwide markets. Special attention is given to the management of cultural differences encountered by global marketing managers. Overall, the course focuses on practical decision-making within a socially responsible and ethical framework. Teaching methods incorporate case studies, class discussion, lecture, simulations, and a project. Prerequisite: GSBA 515 or concurrent.

GSBA 517 International Legal and Social Environment of Business (2)

This course examines principles of law, social responsibility and ethics as they apply to business in the global environment, cultural factors, methods and forums for resolving international disputes, and international standards for business conduct. Topics include the legal, social, and ethical responsibilities of global companies with respect to labor and employment issues, individual rights, consumer protection, the natural environment, state sovereignty, intellectual property rights and methods for dispute resolution and other aspects of foreign commercial activities. US laws that impact those firms with international operations are also discussed. Particular

attention is given to strengthening critical thinking skills, engaging in legal and ethical analysis, and enhancing cultural sensitivity. Teaching methods include lecture, case studies, class discussion and debate. Prerequisite: GSBA 515 or concurrent.

GSBA 520 Seminar in Financial Management (3)

Advanced topics in the area of financial management integrated through the use of case analysis. Topics include mergers, takeovers, leveraged buyouts, lease vs. purchase, financial forecasting and other contemporary financial issues. Prerequisite: GSBA 505.

GSBA 521 Seminar in Investments (3)

A broad study of investment securities and markets with emphasis on security analysis and portfolio management techniques as well as recent developments in investment strategies, as well as options, and futures markets. Prerequisite: GSBA 505.

GSBA 522 Advanced Seminar in Finance and Investments (2)

Integrates the theory and practical aspects of the fields of Managerial Finance and Investments by examining current and historical literature on topics such as the creation of value, capital budgeting, agency theory, capital markets, and asset portfolio theory. Prerequisite: GSBA 505.

GSBA 523 International Financial Management (3)

Provides a survey of the major financial decisions faced by multinational enterprises. Topics include the international financial environment, exchange risk management, global financing, and the investment and funds management decisions of multinationals. Common business processes and skills practiced are usage of currency instruments, hedging strategies, valuation of multi-currency financial and real assets, and the design of multinational fund-flow mechanism. Teaching methods include lecture, class discussion, and case studies. Prerequisite: GSBA 505.

GSBA 524 Financial Management for New Ventures (3)

Examination of issues in managing the financial functions involved in both start-up and rapid growth opportunities. Identification of potential sources of financing such as venture capital, investment banking, commercial banking, and private investors. Techniques in forecasting funding needs, cash flow management, budget preparation, break-even analysis, and liquidity control will be integrated into the development of the financial segment of the business plan. Prerequisite: GSBA 505.

GSBA 525 Commercial Real Estate Finance and Investment (3)

Introduces core concepts, principles, analytical methods, and tools useful for making finance and investment decisions regarding commercial real estate assets. Uses a multi-disciplinary approach to vigorously study the financial, spatial, and social economics of commercial real estate. Builds a cohesive framework to analyze complex real estate finance and investment decisions emphasizing fundamentals of property markets and financial markets (primary emphasis on "Main Street" deals rather than Wall Street). Prerequisite: GSBA 505.

GSBA 526 Real Estate Markets, Financing, and Institutions (3)

Provides an introduction to the real estate financial system. This course discusses the financial institutions and markets that provide real estate credit; the various types of mortgage instruments used to finance real estate purchases; the sources of capital in financing both residential and commercial real estate transactions; and the decisions participants in the real estate market need to make. It will also provide opportunities to interact with real estate professionals through outside speakers, field trips, and conferences or meetings involving real estate executives. Prerequisite: GSBA 505.

GSBA 527 Real Estate Law, Ethics, and Public Policy (3)

Provides historical foundation and fundamental legal principles affecting real estate. Uses case studies and current events in real estate law and ethics to explore critical issues in the real estate marketplace. Special emphasis is given to transactions, investments, and development of real estate as related to contracts, ownership, transfer, land use and environmental issues. Required readings, document reviews, class discussions, applied research, presentations, and outside speakers enable a practical understanding of ethical principles and legal implications that impact real estate involving residential and commercial real properties, environmental concerns, and risk management matters.

GSBA 528 Business Cycles and Forecasting (3)

Macroeconomic analysis of economics and the study of business forecasting techniques. Emphasis on advanced econometric forecasting and time series analysis, including Box-Jenkins analysis. Prerequisite: GSBA 502 and GSBA 503.

GSBA 530 Human Resources Management (3)

An overview of the field of Human Resource Management is covered highlighting such topics as recruitment, selection, benefits, performance appraisal, compensation, labor relations and recent trends within the context of relevant laws. Prerequisite: GSBA 501 or GSBA 515.

GSBA 532 International Comparative Management (2)

This course highlights the impact of culturally-based values on the practice of management. It emphasizes the consideration of both business and cultural issues in managerial decision-making. Further, it explores the wisdom and myriad of issues involved in the transfer of managerial practices across cultures. It provides the individual with insight into their own cultural assumptions as well as their basis of business ethics. Topics range from cultural self-awareness to designing culturally-appropriate and ethical management systems. Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 533 Organization Change and Design (3)

Study of change, change theory, and change practice, including both adapting to changes thrust upon us and initiating change toward a desired objective within the environment, the organization, the small group and the individual. Emphasis is on implications for administrative leadership. Prerequisite: GSBA 501 or GSBA 515.

GSBA 534 Values, Ethics, and Corporate Culture (3)

An examination of business practices and ethical values that prevail in various nations of the world. Case studies examine conflicts between the national culture and corporate policy. Prerequisite: GSBA 501 or GSBA 515.

GSBA 535 Interpersonal and Group Dynamics (3)

Examines how interpersonal behaviors and group processes impact productive relationships and team effectiveness. Interpersonal competency and team leadership are developed through discussing theories and research on interpersonal dynamics, applying new interpersonal skills, and experiencing the consequences of different relationship strategies. The class serves as a laboratory where individuals increase their understanding of interpersonal behavior and its impact on the development and performance of teams. Individuals also learn about the effectiveness of their own behaviors and how they affect specific relationships and team functioning. Prerequisite: GSBA 501 or GSBA 515.

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GSBA 536 Executive Career Development (1)
People are responsible for their own careers. As managers, they also help others in their career progression. This course will focus on developing greater self-awareness, career strategies for helping others and organizational processes for career enhancement. Prerequisites: GSBA 501 or GSBA 515 and Career Leader.

GSBA 537 Entrepreneurship and Intrapreneurship (3)
This course covers the role and functions of the manager in launching new business ventures (both start-up firms and corporate venturing). Topics include the characteristics of successful entrepreneurs and intrapreneurs and the personal and professional risks inherent in forming new ventures, techniques for anticipating and resolving pitfalls associated with relatively high-risk operational scenarios, and learning to identify and develop key managerial skills required in dealing with problems peculiar to start-ups. Prerequisites: GSBA 511.

GSBA 539 Power and Politics in Organizations (3)
This course covers the analysis, explanation and evaluation of power and politics in organizations. It offers frameworks for assessing the sources of power in organizations, the conditions that lead to its attainment and its effective use from both a practical and an ethical perspective. Our discussions will cover how people in organizations try to get what they want by influencing others, how their ability to do so is affected by power distributions and how people try to change power distributions in their favor. We will evaluate these behaviors and discuss how (if at all) we should participate in these behaviors. GSBA 501 or GSBA 515.

GSBA 540 Taxes in Business Decisions (3)
Case studies and current readings in tax issues relating to common business transactions. Students learn to recognize the tax problems and tax planning opportunities that attach to most business decisions. Topics include: concepts of income, forms of business, capital gains and losses, non-taxable transactions, corporate re-organizations, employee compensation, and tax accounting methods. Prerequisite: GSBA 510 and 511.

GSBA 550 Marketing Research (3)
Intended for future managers working with market data, includes defining marketing research goals, budgeting of expenditures, estimating the size of the markets, delineation of consumers, product research, estimating market response to advertising, price, distribution, and selling activities, and

test marketing, with cases drawn from manufacturing and service industries. The main thrust will be directed to "down-to-earth" problems confronting operating managers, with some attention to data analysis techniques using the computer, and to information systems. Prerequisite: GSBA 504 or GSBA 516.

GSBA 551 Seminar in Consumer Behavior (3)
Examines individual and group influences on consumer behavior. Information processing, motivation and decision processes are analyzed to provide a managerial understanding of aggregate consumer decision-making. Course format may include lecture, case studies, and readings. Prerequisite: GSBA 504 or GSBA 516.

GSBA 552 Promotional Strategy (3)
Examination of the critically important role of integrated marketing communications in executing effective marketing strategy. Includes discussion of the design and execution of promotional strategy with an emphasis on integrating all forms of persuasive communication including: advertising, sales, sales promotion, direct marketing, interactive marketing, public relations and publicity. Case study. Prerequisite: GSBA 504 or GSBA 516.

GSBA 553 Seminar in Global Marketing (2)
This course focuses on the major issues regarding international branding. Mastering marketing skills of building and managing a company's brand equity in a multinational setting is at the center of the seminar. Specifically, topics examine those aspects of the brand policy that can be adapted to global standardized use and those which should remain flexible. Topics may include mega-brands, brand equity, brand development and its protection. The course emphasizes global branding within a socially responsible and ethical framework. Teaching methods may include lecture, case studies, class discussion and debate. Prerequisite: GSBA 504 or GSBA 516.

GSBA 554 Strategic Marketing (3)
Examines the critical issues and variables in selecting a marketing strategy, with an emphasis on how to accomplish strategic analysis and planning. Topics included in the course are the comparison of business and marketing strategies, marketing situation analysis, designing marketing strategy, marketing program development, and marketing strategy management and implementation. Prerequisite: GSBA 504 or GSBA 516.

GSBA 555 Services Marketing (3)

The conceptual and practical elements of the marketing of services with emphasis on analyzing the nature of services, studying the service environment and developing and formulating strategic plans for various types of service firms. Prerequisite: GSBA 504 or 516.

GSBA 556 New Product Development (3)

Proposes and examines an integrated view of the process of designing, developing, and launching new products. Students gain a thorough understanding of the significant strategic and multi-functional concerns encountered by both entrepreneurs and intrapreneurs as they work to construct high-performance development organizations. Topics covered include the phase review process; the alignment of business strategy with development; the link between product development and product launch activities; organizational structures that promote creativity and development effectiveness and efficiency; controlling, promoting, and managing innovation; and creating and sustaining competitive advantage through product development. Prerequisite: GSBA 504 or GSBA 516.

GSBA 558 High Technology Marketing (3)

This course explores the principles and challenges of marketing high-technology or innovative products. It is essentially an advanced marketing class that provides an in-depth view of how firms articulate a technology strategy; how market opportunities for innovative products are identified, investigated and evaluated; how innovative products are defined in terms of their features and value propositions; and finally how the market place for these products is engaged via appropriate pricing and distribution strategies. Prerequisite: GSBA 504 or GSBA 516.

GSBA 560 Supply Chain Systems (3)

Addresses the systems necessary to develop and manage successful supply chains. Enterprise management systems, (SAS, SAP, etc.); information, EDI, and logistics systems; supplier measurement systems, supply chain modeling, and optimization; and the integration strategies are examined. Prerequisite: GSBA 506.

GSBA 561 Supply Management (3)

Supply management is one of the most critical and the least understood functions of modern organizations. Supply management is responsible for the design, development, optimization and management of an organization's internal and external components of its supply system. Supply chain management addresses the challenges of integrating the members of an organization's supply chain in a seamless manner. A well-run supply system will greatly improve an organization's profits, its productivity, and the quality of its products and services and, therefore, its

market share and profitability. Teaching methods include a combination of lecture, seminar and case discussions. Prerequisite: GSBA 506.

GSBA 562 Strategic Cost Management (3)

Investigates the highly dynamic, timely and little-understood area of cost management in the supply chain. The focus on cost management is designed to give the student an appreciation of cost reduction as a critical tool in the business strategy of competitive firms. Emphasis is redirected from price to total cost of ownership. Students will be introduced to the process of identifying costs in the system, methods of measuring costs, determining cost drivers and developing written strategies on reducing or managing costs. Teaching methods include a combination of lecture, case studies, and industrial projects. Prerequisites: GSBA 511 or concurrent.

GSBA 570 Program or Project Management (3)

This course provides the student with hands-on experience taking a project from the planning phase through implementation to close-out. Course topics will include work breakdown structures, project scheduling, budgeting, project organizational structure and leadership, project monitoring and control, risk analysis, crisis management, quality assurance, status reporting and post project evaluation. These project management tools and concepts will be learned by planning and implementing the Thanksgiving House community service project. Students will be challenged to bring the Thanksgiving House project in "on time" and "on budget." Prerequisite: GSBA 502

GSBA 571 Tools for the Program or Project Manager (3)

Focuses on some of the more quantitative tools that successful project managers need in order to conclude the project on time, within budget and within specifications. Topics include project selection, risk analysis, cost estimating, schedule cost or benefit analysis, progress variance analysis, and others. Prerequisite: GSBA 570 or concurrent.

GSBA 573 Information Technology Project Management (3)

This course is a survey of current business practices in electronic commerce and includes critical analysis of enabling technologies and business strategies. Additional topics include the discussion of international, legal, and ethics issues that arise in conducting electronic business. Teaching methods are lecture, demonstrations, group exercises, and student presentations of in-progress and completed projects. Prerequisite: GSBA 502.

GSBA 574 Introduction to Information Technology (3)

Students learn how to use project management techniques for planning and controlling schedule, costs, and quality in information technology design, development, and implementation projects. Topics include cost estimating, budgeting, contract pricing, value analysis, variance analysis, post-completion audits and use of project management software. Prerequisites: GSBA 502 and GSBA 505.

GSBA 576 Web site Design and Management (3)

Examines the design and management of Web sites for electronic business applications. Topics include: aligning electronic business models with Web site designs, planning a Web site, understanding the principles and elements of effective Web site design, using Web development and design tools, and evaluating Web site effectiveness. Elements of consistent Web page design as components of overall Web site design are emphasized. Effective communication of concepts and analysis in written format and oral presentations are stressed. Teaching methods include class lecture, case studies, and Internet laboratory research projects. Prerequisites: GSBA 501 or 515 or concurrent.

GSBA 581 International Trade and Commerce (2)

Examines international trade and commerce in the new complex and dynamic economy from business, economic, and political perspectives. It examines how public policy and the business environment affects industry and firm strategies for competitiveness in various countries. Among the topics covered are globalization, competitiveness, trade barriers, regional trade agreements, international trade organizations, emerging markets, exchange rate adjustments and crises, political risk, and foreign direct investment. It also examines these topics from an economic, social and ethical perspective. Teaching methods include lecture, case studies, class discussion and debate. Prerequisite: GSBA 503 or concurrent.

GSBA 582 Advanced International Business Negotiations (2)

More and more occasions require negotiation; conflict is a growth industry. Everyone wants to participate in decisions that affect them; fewer and fewer people will accept decisions dictated by someone else. People differ, and they use negotiation to handle their differences. Whether in business, government, or the family, people reach most decisions through negotiations. Even though they go to court, they almost always negotiate a settlement before trial. In this course, the student will learn the art and

science of negotiation. The science will be learned largely through readings and discussions of the reading. The art will be learned through experience gained in simulated negotiations. These negotiations normally are set in a foreign country, exposing the student to some of the nuances of conducting business abroad. Prerequisite: GSBA 512.

GSBA 585 Business Environment of Asia and the Pacific Rim (2)

Provides an overview of various aspects of doing business in Asian-Pacific countries. The implications of political, socio-economic and cultural environment for developing successful business strategies will be discussed with reference to selected countries from the region (Japan, NICS, ASIAN). Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 586 Europe in the Global Economy (2)

This course will examine how regional strategies, as opposed to global or home country strategies, are providing a primary determinant of competitive advantage in Europe. It is within the region that managers determine investment locations, product mix, competitive position, and performance appraisals. Topics include assessing the role of the EURO and European monetary unification, enlargement issues and industry studies in the context of offering future scenarios of the role of Europe in the global economy. Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 587 Latin American Business Environment (2)

This course provides an overview of Latin America from perspectives essential to effective international business management. There is emphasis on inter-cultural understanding and communication, along with economic, political, legal, and historical characteristics of Latin America and how these affect the business environment. An integral part of this regional approach is the analysis of differences among countries and their relationship to the region as a whole. Prerequisite: GSBA 501 or GSBA 515 or concurrent.

GSBA 590 Strategic Management (3)

This integrative course includes current practices, research and thinking in strategic management, and policy. Students practice applying problem solving, analysis and decision-making from the perspective of top executives. Teaching methods may include case studies, simulations and field-work with organizations. Prerequisite: to be taken during the final regular semester of study.

GSBA 591 International Strategic Management (3)

This integrative course includes current practices, research and thinking in strategic management, and policy for firms operating in the global business environment. Students practice applying ethical problem solving, analysis and decision-making from the perspective of managers who are culturally consonant and innovative. Teaching methods may include case studies, simulations and field-work. To be taken in the final regular semester of study. M.B.A. students may take this course as an alternative to GSBA 590.

GSBA 592 Strategy Simulations (3)

Strategic management will be studied and practiced in an intercollegiate competition. Students manage a company in a computer simulated oligopoly industry, competing against companies managed by students from other universities. Students write detailed business plans, prepare budgets, and submit annual reports to shareholders while making management decisions for their company for 20 simulated quarters. Includes a weekend of intense competition and written and oral reports to business executive judges. Permission of instructor required.

GSBA 593 International Practicum (3)

Students work in multicultural teams to provide solutions to a business problem or strategic project for a company abroad. The overseas professional project delivers hands-on experience of the markets, economic policies and business practices of the country in which the company operates. The consulting project will require students to apply creativity and analytical tools to complete the project, and communicate the results to clients. Faculty members will serve as supervisors for student teams. Prerequisite: Must have completed at least 4 of the following management core course (GSBA 503, 504, 505, 506, 507, 509, 510, 511, or 516) prior to the practicum and have approval of their adviser. M.B.A. students may take this course as an alternative to GSBA 595 or as a management elective.

GSBA 594 Special Topics (1 to 3 units)

Topics of current interest in Graduate Business Study. Course content and structure will differ depending on instructor. Consult your adviser for course description for any given semester. Prerequisite: will vary depending on topic selected.

GSBA 595 Business Consulting Project (3)

Students working in teams provide consulting solutions to operating and strategic projects for businesses. Students bring their collective analytical abilities and diverse professional experiences to a business project, generating a mutually beneficial experience. Students will demonstrate the ability to formulate a statement of work, establish goals and milestones, prepare a schedule of deliverables, and allocate responsibilities to team members. The consulting project will require students to apply creativity and analytical tools to complete the project, and communicate the results to clients. Faculty members will serve as supervisors for student teams. Prerequisite: to be taken during the final regular semester of study.

GSBA 597 International Studies (1 to 3 units)

Graduate business study abroad courses are offered in Europe, Latin America, Africa, and Asia to provide students exposure to international culture and business practices.

GSBA 598 Internship (3)

Applied learning experience working for a business, government, or nonprofit organization. Students undertake an individual project or employer designated internship program. Grading is Pass/Fail. Prerequisites: Completion of a minimum of 20 credit hours of program coursework including at least four courses completed or taken concurrently that have significant relevance to the student's internship placement. Approval of placement by instructor. Repeatable up to 6 units.

GSBA 599 Special Studies (3)

Independent study usually involving empirical research and written reports. Repeatable up to 6 units toward degree requirements. Prerequisite: Permission of instructor and graduate director required.

Business
Administration

Graduate Accountancy Programs

USD ACCOUNTANCY PROGRAM MISSION STATEMENT AND OBJECTIVES

The mission of the USD accountancy program is to develop accountants — through the use of personalized, innovative teaching methods developed by faculty who are active in the production and dissemination of knowledge —who have the skills to compete in a diverse and fast-changing global professional environment.

Specifically, the USD graduate accountancy programs will produce accounting graduates who have:

1. Expanded accounting measurement knowledge either in a specific field of accountancy (e.g. taxation, financial accounting, controllership or systems, financial planning) or integrative accountancy and financial management knowledge,
2. Expanded knowledge to critically analyze financial information in new and unfamiliar circumstances using professional research, decision-modeling, or risk analysis techniques as the basis for appropriate decision-making,
3. Expanded knowledge of the ethical attitudes, values, and professional responsibilities required by those in the accountancy profession,
4. Expanded business writing and oral communication skills,
5. Expanded leadership and interpersonal skills.

MENU OF GRADUATE ACCOUNTANCY PROGRAMS

Several graduate accountancy degree and certificate programs are available. The variety of programs allows students to select from among several different configurations of masters level accountancy courses so that they can best meet their career objectives.

Courses are geared toward the development of skills that can be directly used within an accountant's work environment. The courses have also been designed to meet the needs of a broad range of professionals. Individuals seeking to meet the 150 hour requirements to become a C.P.A. (on either a full-time or part-time basis) or individuals who already hold C.P.A. certificates, but desiring additional skills and/or continuing professional education, should find one of the following USD graduate accountancy degree or certificate programs will meet their educational needs:

1. Master of Science in Accountancy and Financial Management (M.A.F.M.).
2. Master of Science in Taxation (M.Tax.).
3. Bachelor of Accountancy (B.Acc.) or M.A.F.M. or M.Tax. Combined Programs.
4. Graduate Certificate in Accountancy.
5. Graduate Certificate in Personal Financial Planning.

Each program configuration is discussed individually below.

GRADUATE ACCOUNTANCY COURSE SCHEDULING

Each graduate accountancy course is designated with an M.A.F.M. prefix and is scheduled to be completed on an accelerated basis. Each course meets for two nights a week over a five week term. Some courses might also have a session on one or two Saturday mornings during the term. A class schedule of upcoming M.A.F.M. or M.Tax. courses can be acquired from the Accountancy Programs office or from the Accountancy Institute Web site (www.SanDiego.edu/business).

Most of the M.A.F.M. or M.Tax. courses have been designed to build student skills interactively in-class. Therefore, active student attendance and participation in each class session is critical. Students should not enroll in any course where they will be unable to attend and participate in all scheduled class sessions.

Courses are scheduled year-round which allows students to apply and begin their program of study at any point during the year. It is anticipated that each course will be offered only once during each calendar year. Therefore, it is important that each student review the schedule of course offerings and prepare a program plan prior to beginning their program of study.

FACULTY MENTORS

Upon admission to any graduate accountancy program students will either select (or be assigned) an accounting faculty member as their faculty mentor. Faculty mentors will:

1. Orient the student to their program of study.
2. Advise the student when preparing their program plan and approve the final plan. (All students must complete a program plan prior to beginning coursework. The program plan will detail the courses the student will be completing in their program and the timing of each course.)
3. Provide career counseling.
4. Assist the student in dealing with program related issues during their course of study.

Master of Science in Accountancy and Financial Management (M.A.F.M.)

The M.A.F.M. degree program offers a curriculum that focuses on interactively developing the skills needed by accountants and financial managers. This is a specialized masters degree program designed to provide accountants the skills needed in mid- to upper-level accounting positions and skills needed in professional positions where finance, information systems, and related financial skills are as essential as accounting skills. Further, the program provides students with ethics, leadership, communications and interpersonal skills necessary for supervisory level positions.

In general, students applying for this program should already have completed an undergraduate degree in accountancy or its equivalent. Individuals without this background may still apply for the program, but will need to complete extended program requirements as discussed below. Since all courses are offered at night over five week terms, this program will be of primary interest to those students desiring to complete an accounting masters program on a part-time basis while remaining employed.

Students currently enrolled in the B.Acc. program at USD should review the requirements of the B.Acc. or M.A.F.M. combined program that are shown below this stand-alone M.A.F.M. program.

M.A.F.M. PROGRAM REQUIREMENTS FOR STUDENTS WITH AN UNDERGRADUATE ACCOUNTANCY DEGREE

The M.A.F.M. degree is a 30-semester-unit program for those with an undergraduate accountancy degree. Additional prerequisite requirements for those without an undergraduate accounting degree are detailed at the end of this section.

Required Courses
The following three courses (9 semester-units) of ethics, leadership, communications, and interpersonal skills are all required:

MAFM 501 – Communications and Ethics for Financial
   Professionals (3)
MAFM 502 – Leadership in a Financial Team
   Environment (3)
MAFM 503 – Negotiations: Strategy, Practice, and Ethics (3)

Elective Courses
The remaining seven courses (21 units) are electives and may be selected by the student in consultation with their faculty mentor. Three recommended specialization tracks have been developed to help students make their elective selections. The tracks, and the courses in the tracks, are recommendations only.

Students must complete a "program plan" indicating their elective selections prior to beginning the M.A.F.M. program. However, course substitutions may be made at later points of time upon approval of their faculty mentor and the director of the M.A.F.M. or M.Tax. programs.

The seven electives may be selected from the following M.A.F.M. graduate courses:

MAFM 510 – Applied Corporate Finance (3)
MAFM 520 – Fundamentals of Personal Financial
   Planning (3)
MAFM 521 – Insurance Planning (3)
MAFM 522 – Investment Planning and Risk
   Management (3)
MAFM 523 – Retirement Planning (3)
MAFM 530 – International Financial Analysis and
   Reporting (3)
MAFM 531 – Applied Research for Financial Accountants
   and Auditors (3)
MAFM 540 – Controllership and Cost Management (3)
MAFM 550 – Database Applications for Financial
   Professionals (3)
MAFM 551 – Accounting Software Selection and
   Implementation (3)
MAFM 552 – Security and Control in an ERP
   Environment (3)
MAFM 560 – Tax Research (3)
MAFM 561 – Partnership Taxation (3)
MAFM 562 – Estate and Gift Taxation and Planning (3)
MAFM 594a – State and Local Taxation (3)
MAFM 594b – Fraud Examination and Forensic
   Accounting (3)

The following courses are offered on an individual student basis only:

MAFM 598 – Professional Accountancy Internship (3)
MAFM 599 – Independent Studies (3)

All M.A.F.M. courses will be offered only once per calendar year. Therefore, students should review the class schedule of M.A.F.M. course offerings prior to the completion of their program plan. Students should also examine course prerequisites before selecting their electives and preparing their program plan. Faculty mentors should be consulted during this process. As detailed in the next section, M.A.F.M. students may elect to take some GSBA prefixed M.B.A. courses as part of their 21 units of electives.

Availability of GSBA-prefixed M.B.A. Courses as M.A.F.M. Program Electives.

A maximum of 9 units of M.B.A. courses (i.e., GSBA prefixed courses) are allowed as part of the M.A.F.M. program electives. The remaining 12 units of electives must be from M.A.F.M. prefixed courses. Students must meet all the prerequisites of the desired GSBA course, must justify the relevance of the course, and must gain the approval of their faculty mentor to include the GSBA course as an M.A.F.M. elective.

Students should be aware that M.B.A. courses are generally offered during the Graduate School of Business Administration's regular 15-week fall and spring semesters, during the 3-week January intersession, and during the summer sessions. Students should determine the availability of a desired M.B.A. course before including it in their M.A.F.M. program plan.

Alternatively, students in the M.B.A. program may select individual M.A.F.M. courses for their elective courses. Students must meet the appropriate prerequisites noted for the individual M.A.F.M. courses prior to enrollment and must gain approval of their M.B.A. program adviser.

Specialization Tracks

Three specialization tracks have been developed to help guide M.A.F.M. students in their selections of their 21 units of electives. These tracks, and the courses within the tracks, are recommendations only and are not required. Students are encouraged to use these tracks when preparing their program plan.

A. Corporate Reporting and Financial Management
MAFM 510 – Applied Corporate Finance (3)
MAFM 522 – Investment Planning and Risk
   Management (3)
MAFM 530 – International Financial Analysis and
   Reporting (3)
MAFM 531 – Applied Research for Financial
   Accountants and Auditors (3)
MAFM 551 – Accounting Software Selection and
   Implementation (3)
   Elective (3)
   Elective (3)

B. Controllership and Accounting Information System Development
MAFM 510 – Applied Corporate Finance (3)
MAFM 522 – Investment Planning and Risk Management (3)
MAFM 540 – Controllership and Cost Management (3)
MAFM 551 – Accounting Software Selection and
   Implementation (3)
   Elective (6)
MAFM 594b – Forensic Accounting and Fraud
   Examination (3)

C. Personal Financial Planning
MAFM 520 – Fundamentals of Personal Financial
   Planning (3)
MAFM 521 – Insurance Planning (3)
MAFM 522 – Investment Planning and Risk
   Management (3)
MAFM 523 – Retirement Planning (3)
MAFM 562 – Estate and Gift Taxation and Planning (3)
   Elective (3)
   Elective (3)

PROGRAM REQUIREMENTS FOR STUDENTS WITHOUT AN UNDER-GRADUATE ACCOUNTANCY DEGREE

Requirements for Students with a Non-Accounting, Business Undergraduate Degree

Students with a non-accounting, business undergraduate degree may apply for the M.A.F.M. program, but will be required to complete prerequisite accounting coursework. In this situation, their M.A.F.M. program would consist of a maximum of 54 semester-units. Specifically, the 24 semester-unit requirements of the Undergraduate Certificate Program in Accountancy would need to be completed as prerequisites to completing the 30 semester-unit M.A.F.M. program described above. Students having already completed some of the Undergraduate Certificate requirements will have the courses and the units considered for waiver.

The Undergraduate Certificate in Accountancy Program currently consists of the following 24 semester-units:

ACCT 200 – Principles of Financial Accounting (3)
ACCT 201 – Principles of Managerial Accounting (3)
ACCT 300 – Intermediate Accounting I (3)
ACCT 301 – Intermediate Accounting II (3)
ACCT 302 – Cost Accounting (3)
ACCT 303 – Accounting Information Systems (3)
ACCT 306 – Federal Income Tax I (3)

Select one course from the following:
ACCT 401 – Advanced Accounting (3)
ACCT 407 – Federal Tax Accounting II (3)
ACCT 408 – Auditing (3)

Requirements for Students with a Non-Accounting, Non-Business Undergraduate Degree

Students without a undergraduate accountancy or business degree may be considered for admission to the M.A.F.M. program, but will need to complete substantial prerequisite coursework in both accounting and business.

The M.A.F.M. program would consist of a maximum of 75 semester-units. Students would need to complete 20 prerequisite-units in business, in addition to the 54-unit M.A.F.M. program described above for the non-accounting, business undergraduate degree holders. Students having already completed any of the prerequisite

business course requirements noted below will have the course and the units considered for waiver.

The prerequisite 20 semester-unit business course requirements consist of the following:

GSBA 502 – Statistics for Managers (2)
GSBA 503 – Fundamentals of Business Economics (2)
GSBA 504 – Marketing for Managers (3)
GSBA 505 – Financial Management and Analysis (3)
GSBA 506 – Operations and the Global Supply Chain (3)
GSBA 507 – Peace Through Commerce (2)
GSBA 508 – Legal and Social Environment of Business (2)
GSBA 509 – Managerial Economics and Decision Making (3)

ADMISSION PROCESS FOR THE M.A.F.M. PROGRAM

Students must complete the following for admission to the M.A.F.M. degree program:

1. Complete the Master of Science in Accountancy and Financial Management or Master of Science in Taxation admission application, including the payment of any applicable application fees.

Note that the above application materials will require students to take the GMAT exam and receive a minimum score of 550 and to submit official transcripts for all prior undergraduate and graduate work. A 3.0 accounting course GPA and 3.0 overall GPA is the normal cutoff for admission. However, applicants with lower prior GPAs will be considered for admission with additional evidence of strong professional accounting or financial management credentials.

Master of Science in Taxation

The Master of Science in Taxation (M.Tax.) degree program offers a curriculum that focuses on interactively developing skills needed by tax accountants. It is a specialized program that provides skills to begin a career as a tax accountant and skills to progress to mid- and upper-level positions. In addition to specialized tax knowledge, the program provides students with ethics, leadership, communication and interpersonal skills necessary for supervisor-level positions.

This is a companion program to the Master of Science in Accountancy and Financial Management (M.A.F.M.) program. All interested students should review the admission process and prerequisite requirements that are discussed under the M.A.F.M. program. Those processes and prerequisites are also applicable to the M.Tax. program. In general, students applying to the M.Tax. program should already have completed an undergraduate degree in accountancy or its equivalent. Individuals without this background may still apply to the program, but will need to complete extended program requirements. Since all courses are offered at night over five-week terms, this program will be of primary interest to those students desiring to complete an M.Tax. program on a part-time basis while remaining employed. Since all courses are only offered once per calendar year, students should carefully plan their program of study prior to beginning the program and should expect that completion will generally take a minimum of one calendar year.

As with the M.A.F.M. program, students currently enrolled in the B.Acc. program at USD can complete the B.Acc. and M.Tax. in a combined program format. The admission process is identical to those required by the

B.Acc. or M.A.F.M. Combined Program and prospective students should review the next section of this *bulletin* for those requirements.

M.TAX. PROGRAM REQUIREMENTS

The M.Tax. program is a 30 semester-unit program for those with an undergraduate accounting degree. Additional prerequisite requirements for those without an undergraduate accounting degree are shown under the M.A.F.M. program. In addition to the prerequisites shown under the M.A.F.M. program, all M.Tax. degree applicants will need to have already completed:

ACCT 306 – Federal Tax Acct I, and
ACCT 407 – Federal Tax Acct II, or their equivalents, as prerequisites to the program.

M.TAX. COURSE REQUIREMENTS (30-SEMESTER UNITS):

Required Courses (24 semester-units):
A. The following three courses (9 semester-units) in ethics, leadership, communications, and interpersonal skills are all required:

MAFM 501 – Communications and Ethics for Financial Professionals (3)
MAFM 502 – Leadership in a Financial Team Environment (3)
MAFM 503 – Negotiations: Strategy, Practice and Ethics (3)

B. The following five courses (15 semester-units) of taxation courses are all required:

Business Administration

MAFM 523 – Retirement Planning (3)
MAFM 560 – Tax Research (3)
MAFM 561 – Partnership Taxation (3)
MAFM 562 – Estate and Gift Taxation (3)
MAFM 594a – State and Local Taxation (3)
   Electives (6-semester units):

Electives are likely from M.A.F.M. or M.Tax. , M.B.A., or other USD programs that directly relate to the field of taxation. These can include M.A.F.M. 598 – Internship or M.A.F.M. 599 – Independent Study.

Students must complete a "program plan" indicating their elective selections prior to beginning the M.Tax. program. However, course substitutions may be made at later points of time upon approval of their faculty mentor and the director of the M.A.F.M. or M.Tax. program.

ADMISSION PROCESS FOR THE M.TAX. PROGRAM:

Students must complete the following for admission to the M.Tax. degree program:

1. Complete the Master of Science in Accountancy and Financial Management or Master of Science in Taxation Admission Application, including the payment of any applicable application fees.

Note that the above application materials will require students to take the GMAT exam and receive a minimum score of 550 and to submit official transcripts for all prior undergraduate and graduate work. A 3.0 accounting course GPA and 3.0 overall GPA is the normal cutoff for admission. However, applicants with lower prior GPAs will be considered for admission with additional evidence of strong professional accounting or financial management credentials.

B.Acc./ M.A.F.M. or M.Tax. Combined Programs

The combined programs allow students to combine their B.Acc. program with either the M.A.F.M. or the M.Tax. programs. The combined programs allow students to begin their graduate programs early while they are still completing their B.Acc. program. The actual program requirements for the undergraduate or graduate program are unchanged from those described under the individual programs. B.Acc. students admitted to the M.A.F.M. or M.Tax. combined programs may begin taking graduate program coursework starting in the summer after their Junior year. The combined program allows students to complete both their B.Acc. and either the M.A.F.M. or M.Tax. degrees in approximately four and one half to five years on a full-time basis.

Undergraduate B.Acc. students interested in meeting the 150-hour requirements to become C.P.A.s are strongly encouraged to consider the combined program option. C.P.A. laws in a majority of states have recently been changed to require 150 units of university credit to receive a C.P.A. certificate. Additional information on this requirement is available from most State Boards of Accountancy.

Only students who are currently enrolled in the B.Acc. degree program at USD are eligible for admission to a combined program. Admitted students will likely enroll in daytime undergraduate courses and evening M.A.F.M. courses so that both degrees can be completed on a full-time basis in the shortest possible time frame.

Since M.A.F.M. or M.Tax. courses are offered in five week terms on a year-round basis, students interested in completing the combined program quickly should plan on taking M.A.F.M. or M.Tax. courses during the summers starting after the Junior year. In fact, the M.A.F.M. or M.Tax. class schedule has been efficiently designed to allow combined program students to take their M.A.F.M. or M.Tax. required courses in the summer between their Junior and Senior years.

PROGRAM REQUIREMENTS:

The B.Acc./M.A.F.M. or B.Acc./M.Tax. Combined Programs are 154-unit program consisting of the 124-semester unit requirements for a Bachelor of Accountancy degree (see the *Undergraduate Bulletin*) and the 30 semester-unit requirements for either the M.A.F.M. or M.Tax. degrees. Students interested in either combined program should review the M.A.F.M. or M.Tax. program requirements discussed above.

B.Acc. students accepted into the combined program should consult with their faculty mentor, the director of the M.A.F.M. or M.Tax. program, and the university's financial aid office to ensure they enroll in the appropriate mix of undergraduate or graduate courses each semester prior to completing their B.Acc. requirements so that they will maximize their availability of financial aid.

ADMISSION PROCESS FOR THE COMBINED B.ACC./M.A.F.M. OR B.ACC./M.TAX. PROGRAMS:

Students must complete the following for admission to the combined B.Acc./M.A.F.M. or B.Acc./M.Tax. degree programs:

1. Complete the Master of Science in Accountancy and Financial Management or Master of Science in Taxation Admission Application, including the payment of any applicable application fees.

As discussed below, to be considered for admission into the Combined Program, a student must meet the criteria listed below:

1. Declared USD Bachelor of Accountancy major only
2. Completion of a minimum Acct 300 and one additional upper-division undergraduate Accountancy course
3. Completion of a minimum of 84 undergraduate-semester hours applicable toward their B.Acc.
4. A 3.0 GPA overall
5. A 3.0 GPA in all upper-division accountancy courses
6. A GMAT score of 550 (waived if 3.25 GPA in overall USD coursework)

The application includes the following items:

1. Application
2. Three letters of recommendation
3. Résumé
4. Personal statement
5. $45 application fee
6. GMAT (waived if 3.25 GPA in overall USD coursework)

Upon Acceptance:

1. You must select a faculty mentor.
2. You must meet with that mentor and complete an approved "M.A.F.M. or M.Tax. Program Plan" prior to the beginning of M.A.F.M. or M.Tax. coursework.

Program and Course Sequencing Requirements for B.Acc./M.A.F.M. or B.Acc./M.Tax. combined program. The following sequencing requirements must be met by all students in the combined program:

1. Under no circumstances will a student in the combined program be able to receive their M.A.F.M. or M.Tax. degree prior to the completion of their B.Acc. degree.
2. Under no circumstances will completed M.A.F.M. or M.Tax. course credit be applied toward any USD undergraduate degree requirements.
3. Students in the combined program may not enroll in any GSBA prefixed M.B.A. courses that are anticipated to be used as M.A.F.M. or M.Tax. electives until they have completed all B.Acc. degree requirement (i.e, GSBA prefixed courses may only be completed after the undergraduate degree is completed).

4. Students will receive their B.Acc. degree upon completion of the requirements of that degree program.
5. Students who have received admittance in the combined program must complete their remaining M.A.F.M. or M.Tax. degree requirements within five years of completing their B.Acc. degree or must reapply to the M.A.F.M. or M.Tax. program.

Graduate Certificate in Accountancy

A Graduate Certificate in Accountancy is offered for those students who desire additional professional accountancy courses, but who do not desire a complete graduate accounting degree. This certificate program is geared toward individuals that already have undergraduate accounting degrees or their equivalent. The certificate should be of strong interest to individuals who wish to:
1. Complete the remainder of their 150 semester-unit requirements for their C.P.A. certificate;
2. Update or extend their accountancy and financial management skills; and/or,
3. Complete continuing professional education (CPE) credit to maintain their current C.P.A. license.

PROGRAM REQUIREMENTS
This graduate certificate program requires the completion of 15-semester units of M.A.F.M. prefixed coursework. Students may select any 15 M.A.F.M. prefixed semester units based on their continuing professional education needs and their career objectives. Approval of their Program Plan by a faculty mentor is required prior to beginning their certificate program.

Students in this certificate program who subsequently decide to apply and enroll in the M.A.F.M. or M.Tax. degree programs will be allowed to apply the units already completed in the certificate program to their graduate degree. Enrollment in the M.A.F.M. or M.Tax. program must, however, begin within two years of the completion of this graduate certificate program in order for the completed units to be applied to the graduate degree. Students may not be concurrently enrolled in this certificate program and any other School of Business Administration degree or certificate program.

ADMISSION PROCESS FOR THE GRADUATE CERTIFICATE IN ACCOUNTANCY
Students must complete the following for admission to this certificate program:
1. Complete the application materials for the Graduate Certificate in Accountancy program.

Note that the above application will require students to submit transcripts of prior undergraduate and graduate work. A 3.0 accounting course GPA and 3.0 overall GPA is the normal cutoff for admission. However, applicants with lower prior GPAs will be considered with additional evidence of strong professional accounting or financial management credentials. The application will also require recommendation letters.

Graduate Certificate in Personal Financial Planning

The Graduate Certificate in Personal Financial Planning Program is designed for accountants who desire the skills necessary to provide clients with personal financial planning services, in addition to accountancy and taxation based services. The program is geared toward individuals who already have undergraduate accounting degrees or the equivalent.

Specifically, the certificate program is designed to prepare students to perform comprehensive financial planning services to individuals in the area of investment, insurance, retirement plans, income taxes and estate taxes. The curriculum is modeled after the topic areas in which proficiency must be demonstrated in order to earn the P.F.S. add-on credential to a C.P.A. certificate.

Specifically, the AICPA currently offers an add-on credential entitled a P.F.S. (Personal Financial Specialist) for those holding C.P.A. certificates. Students completing this Graduate Certificate program should acquire the basic educational background accountants will need to qualify for this add-on credential. However, the P.F.S. credential is administered by the AICPA and C.P.A.s will need to apply directly to the AICPA and will need to meet all of the AICPA requirements (including a P.F.S. examination) before they can receive the add-on credential. For more information on this add-on credential see the AICPA web site at www.aicpa.org.

PROGRAM REQUIREMENTS
Students in this Graduate Certificate program must complete the following 15-units of M.A.F.M. courses:

MAFM 520 – Fundamentals of Personal Financial Planning (3)
MAFM 521 – Insurance Planning (3)
MAFM 522 – Investment Planning and Risk Management (3)
MAFM 523 – Retirement Planning (3)
MAFM 562 – Estate and Gift Taxation and Planning (3)

Students considering this certificate program should alternatively consider applying for the 30 unit M.A.F.M. degree program and completing the above 15-unit certificate requirements as part of the electives in that graduate degree program (See the Personal Financial Planning specialization track in the M.A.F.M. program

description). Students in the M.A.F.M. degree program who complete the above 15-units as electives will automatically receive this Graduate Certificate in Personal Financial Planning.

Alternatively, students completing this Graduate Certificate program who subsequently decide to apply and enroll in the M.A.F.M. degree will be allowed to apply the units already completed in the certificate program to the M.A.F.M. degree. Enrollment in the M.A.F.M. program must, however, begin within two years of the completion of this graduate certificate.

ADMISSION PROCESS FOR THE GRADUATE CERTIFICATE IN PERSONAL FINANCIAL PLANNING

Students must complete the following for admission to this certificate program:

1. Complete the application materials for the Graduate Certificate in Personal Financial Planning program.

Note that the above application will require students to submit transcripts of prior undergraduate and graduate work. A 3.0 accounting course GPA and 3.0 overall GPA is the normal cutoff for admission. However, applicants with lower prior GPAs will be considered with additional evidence of strong professional accounting or financial management credentials. The application will also require recommendation letters.

Graduate Accountancy Course Descriptions

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

MAFM 501 Communications and Ethics for Financial Professionals (3)

This course will focus on improving business presentation skills with several oral presentations required during the course. The course will also introduce basic behavioral or communication skills needed to manage yourself and relationships with others in organizations. Skills learned will include self-management, goal setting, strategic thinking, communicating, creative problem solving, resolving conflicts, team building, motivating, leading change, and evaluating performance. The development of professional ethics and values will be stressed and will comprise a minimum of one-third of the material in this course. Prerequisite: Admission to the M.A.F.M. or M.Tax. programs or either of the M.A.F.M. or M.Tax. combined programs.

MAFM 502 Leadership in a Financial Team Environment (3)

This course examines the challenges of creating and leading in a team-based organizational culture. Topics include stages of team development, leadership style, team chartering, conflict management, decision-making, process facilitation, leadership interventions, and team member skills. Teaching methods include assessments, role-plays, case studies, simulations, skill practice, and a project documenting a team leadership experience. Discussion of the interaction of professional ethics and team leader behavior will comprise a minimum of one-third of this course. Prerequisite: Admission to the M.A.F.M. or M.Tax. programs or either of the M.A.F.M. or M.Tax. combined programs.

MAFM 503 Negotiations: Strategy, Practice, and Ethics (3)

This course is designed to raise your negotiation competency by presenting a comprehensive, logical approach to a wide variety of negotiation situations. Based on experiential learning, the course will use live negotiation situations where students can develop strategies, employ bargaining tactics, and structure agreements. In addition, the course will examine how to integrate the strategic goals of an organization with the strategic goals of your negotiations and to use negotiations to create value. The course will allow students to examine areas of strength and weakness in their own negotiating style. Finally, negotiating strategy and tactics are set in the context of a code of personal and professional ethical conduct with a minimum of one-third of the course devoted to understanding how ethical issues should impact the negotiation process. Prerequisite: Admission to the M.A.F.M. or M.Tax. programs or either of the M.A.F.M. or M.Tax. combined programs.

MAFM 510 Applied Corporate Finance (3)

This course reviews complex financial decision making techniques. The ascendancy of shareholder value over the last two decades requires participants to be acquainted with modern financial decision making techniques. Leveraged buyouts (LBO), initial public offerings (IPOs), mergers and acquisitions (MandA), and real option valuation (ROV) will be taught via both text and case methodologies. Prerequisite: FINA 300 or GSBA 505. May not receive credit for this course and GSBA 520.

MAFM 520 Fundamentals of Personal Financial Planning (3)

This course investigates a broad spectrum of financial planning processes including regulatory, legal, and ethical issues. Other relevant topics include sequencing the financial planning process, communications theory, financial assets, liquidity and cash management, and the effect of a changing economic environment. Prerequisite: FINA 300 or GSBA 505 and 510.

MAFM 521 Insurance Planning (3)

A fundamental part of personal financial planning and personal financial management is risk management, which involves the identification, analysis and management of a client's risk exposures. The purpose of risk management is to protect a client's assets and income against large, unexpected losses. Insurance topics including life, annuities, health, disability, long-term care, homeowners and property insurance. Selection of the appropriate role of insurance planning will effectively transfer risk exposures in a sound risk management program. Prerequisite: FINA 300 or GSBA 505 and 510.

MAFM 522 Investment Planning and Risk Management (3)

This course is designed to provide a sound basis for the analysis of publicly traded securities and for the development and management of an integrated portfolio management strategy. Based on experiential learning, the instructor will combine the most recent investment theory and critical thinking with practical security analysis and portfolio management techniques. Integrated throughout the course will be an important new area of financial analysis, behavioral finance, which has critical implications on investment management activities. Included in the course construct are presentations by distinguished and practicing portfolio managers. Prerequisite: FINA 300 or GSBA 505 and 510. May not receive credit for this course and GSBA 521.

MAFM 523 Retirement Planning (3)

This course emphasizes the fundamentals of retirement planning from a personal financial planning perspective. Specifically, the course will emphasize the examination of various types of retirement plans and the taxation implications of those plans. Qualified plans as well as plan installations, administration and terminations will be discussed. The suitability of investment portfolios for qualified plan situations will also be introduced. Prerequisite: FINA 300 or GSBA 505 and 510. ACCT 306 is also recommended.

MAFM 530 International Financial Analysis and Reporting (3)

The study of international accounting issues is crucial for effective interpretation and analysis of financial information from companies located around the world. This course adopts a twofold approach. First, the course examines diverse financial reporting practices with an emphasis on the underlying cultural, political, institutional and economic factors. Highlighting a user's perspective, the course then develops a financial statement analysis framework for comparing published financial information of non-U.S. companies. Combining these two approaches will enable students to prepare comparative case analyses based on a country context. Prerequisite: ACCT 300 or GSBA 510.

MAFM 531 Applied Research for Financial Accountants and Auditors (3)

Applied research skills are essential for practicing financial accountants and auditors. This course focuses on helping professional accountants acquire applied research skills that will enable them to access relevant professional guidance, to understand it, and to apply it. Case analyses will be performed by students using the Internet and other relevant research materials. Students will prepare case analysis based upon their research and will present their results in oral presentations and in professional write-ups. Research on relevant ethical issues in the profession will be a critical part of the cases examined in the course. Prerequisite: ACCT 301.

MAFM 540 Controllership and Cost Management (3)

This course will focus on current controllership and strategic cost management topics. Topics to be studied include activity based costing, balanced scorecard, benchmarking, and management control systems. Teaching methods include lecture or discussions, case studies, and presentations. Development of appropriate values and ethics needed by company controllers is included in the course. Prerequisites: ACCT 302 or GSBA 510 and 511.

MAFM 550 Database Applications for Financial Professionals (3)

The focus of this course is to develop competence in solving organizational problems requiring the design, implementation, management, and use of database systems. The course addresses the technical, business and application development issues associated with managing and using an organization's data resources. The course incorporates relational database technologies (Microsoft Access and Microsoft SQL Server) into the classroom experience via training and assignments, culminating with a group project requiring developing a database. Prerequisites: ACCT 303 or GSBA 510 and 511.

MAFM 551 Accounting Software Selection and Implementation (3)
This course will provide students with an overview of what business applications are currently available, how they can be purchased and delivered, and how they can help organizations process transactions and gain competitive advantage. Particular emphasis will be given to accounting software and ERP systems, but other applications such as customer relationship management software, supply chain management software, and manufacturing-oriented packages will also be discussed with a focus on how they can integrate with and maximize the value of accounting software. Prerequisites: ACCT 303 or GSBA 510 and 511.

MAFM 552 Security and Control in an ERP Environment (3)
This course is designed to provide students with an awareness and basic understanding of the various security and control issues that arise in and around an organization's accounting information systems. Topic coverage will focus on current techniques that organizations use to secure their accounting applications including (ERP), corporate databases, operating systems and external communications with customers and suppliers. Also covered will be issues related to the maintenance of adequate storage and backup policies and facilities for corporate data. A comprehensive project will allow students to apply their newly acquired knowledge to a real-world setting. Prerequisites: ACCT 303.

MAFM 560 Tax Research (3)
This course examines research methods used for Federal taxation. Topics include ethics, tax research methodology, primary sources of law, secondary sources of law, and tax practice. Students will use electronic databases and other library resources to research fact patterns in groups and present their findings to the class. In addition, students are expected to do the necessary background reading and take related tests on the topics studied. Prerequisites: ACCT 306.

MAFM 561 Partnership Taxation (3)
This course examines tax reporting for non-corporate entities including partnerships, limited liability companies (LLCs), and limited liability partnerships (LLPs), and the taxation of entity owners. Students who complete this course will: (1) understand common partnership, LLC, and LLP terminology, (2) know how and where to research non-corporate tax issues, (3) learn to prepare and review common non-corporate entity tax reports, (4) develop skills in communicating tax issues and answers to clients, (5) understand non-corporate tax planning techniques, (6) understand how to creatively structure transactions consistent with current tax laws, and (7) understand how the California Board of Accountancy Ethics

requirements apply to taxation issues. Problem based learning (practice problems, cases, and examples) will provide the core methods of classroom instruction. Prerequisites: ACCT 407.

MAFM 562 Estate and Gift Taxation and Planning (3)
This course examines the details of three Federal transfer taxes: the estate tax, gift tax, and generation skipping tax. Topics will include transfers subject to the gift tax, valuation of gifts, gift tax exclusion, gift splitting, the gross estate, deductions for transfer taxes, life insurance subject to estate tax, and the determination and payment of the three taxes. Students will be expected to prepare estate and gift tax returns, research issues related to these transfer taxes, and present topics to the class. Prerequisites: ACCT 306

MAFM 594a State and Local Taxation (3)
This course is designed to provide an introduction to the principles of multistate taxation. Specifically, the course will provide: an overview of the impact of federal and state constitutional limitations on multi-state taxation, a fairly comprehensive introduction into the structure, problems and some of the tax planning opportunities for state corporate income taxation of multistate corporations, and an overview of sales and property taxes. Prerequisites: ACCT 407.

MAFM 594b Fraud Examination and Forensic Accounting (3)
Fraud examination will cover the principles and methodology of fraud detection and deterrence. The course includes such topics as skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, non-cash misappropriations, corruption, accounting principles and fraud, fraudulent financial statements, and interviewing witnesses. It also involves discussion of internal controls to prevent fraud, and is designed to give a basic knowledge of skills needed for courtroom testimony. Prerequisites: ACCT 408.

MAFM 598 Professional Accountancy Internship (3)
Applied learning experience working for a business, government, or nonprofit organization in an accounting related position. Grading is Pass/Fail. Prerequisite: Approval of placement by instructor. May only be taken once for three units toward degree requirements.

MAFM 599 Special Studies (3)
Special or Independent Study usually involving empirical research and written reports. Grading is Pass/Fail. Prerequisite: Permission of instructor and M.A.F.M. or M.Tax. program director. May only be taken once for three units toward degree requirements.

Master of Science in Executive Leadership

Delivered through a partnership between The Ken Blanchard Companies and the School of Business Administration, the Master of Science in Executive Leadership (M.S.E.L.) is an innovative, value-based business leadership degree. M.S.E.L. is the only program available that integrates Ken Blanchard's acclaimed and time-proven leadership philosophy with business leadership models that have transformed leaders and their organizations for over 20 years. The degree curriculum, 16-course program of study facilitates the mastery and execution of key leadership competencies. The program's focus on real-world applications maximizes opportunities for both personal and organization formation.

M.S.E.L. cohort-based program provides both established and emerging organizational leaders with an unsurpassed business leadership development experience. Executive-level participants engage in an applied-learning curriculum co-facilitated by the expert authors, theorists, and business leaders drawn from both The Ken Blanchard Companies and the School of Business Administration.

THE MASTER OF SCIENCE IN EXECUTIVE LEADERSHIP

Successful organizations need ethical leaders to motivate stakeholders in pursuit of a common vision. Today's most successful leaders realize that only with the help of all of their people can they create organizations that are customer-driven, cost effective, fast, flexible and continually improving. Leaders also know that only through increased operational efficiencies and better service can companies deliver the high-quality products and services that customers demand. A rich understanding of this leadership practice distinguishes the M.S.E.L. from the traditional business degree. Graduates of this program have developed the skills necessary to lead and sustain high performing organizations.

This program, designed around an Executive Education Learning Model, encourages executive participants to learn from one another by sharing diverse perspectives and problem solving strategies in an environment that fosters creativity and innovations. This cohort-based program requires all students to progress together through a series of 16 specified courses over a 22-month period.

On each step of this powerful journey, students are guided by pairs of recognized experts drawn from both The Ken Blanchard companies and the University of San Diego's School of Business Administration. The program format is structured to accommodate the schedules of working executives. Classes meet one weekend a month for 20 months with two one-week intensive sessions at the beginning and middle of the curriculum. In this manner,

M.S.E.L. delivers not only an AACSB accredited graduate business degree, but lifelong friendships and a valuable business network.

This competitive program is designed for the committed organizational member who will use his or her organization as a learning application laboratory. Students actively learn both business and leadership processes through intensive involvement in cohort groups, self and organizational analyses. In addition, distinguished guest lecturers, media presentations that extend the in-class seminars, distance learning between on-site course weekends, and facilitated analysis of the cohort group's dynamics contribute to the learning process.

The M.S.E.L. program objectives are designed to:
- Promote demonstrable skills for effective, values-based leadership
- Develop a breadth of business functional skills
- Facilitate behavioral change in self and others through self-knowledge, cultural sensitivity, and team dynamics
- Foster critical thinking and analytical skills needed to effect self and organizational change
- Assure the highest quality of peer interaction and a robust learning community

A typical candidate for the M.S.E.L. program has on average fifteen years experience as a professional and is currently serving in a position of leadership. He or she wants to learn how to more systematically leverage the leadership experience into accelerated personal and organizational growth. Because the program presents classroom lessons that are to continue to work in leadership roles throughout the duration of the program.

ADMISSION REQUIREMENTS

M.S.E.L. candidates have typically held positions of responsibility including chairman, CEO, president, vice president, director, and manager. Most are looking for opportunities to learn skills that will boost their careers and assist them in creating a more dynamic relationship with work. Accelerating personal growth is often a primary objective. As the first criteria for admission, candidates are expected to have a set of diversified leadership experiences.

- Five or more years in a professional capacity within an organization
- Currently serving in a leadership or management position
- Expects to continue to serve as a leader within an organization throughout the program

Additional screening is typical of that found for entry into most business graduate degree programs – the assessment of academic competence.

- Bachelor's degree from an accredited college or university
- Graduate Management Admissions Test (GMAT) or an equivalent Professional Work Product prepared by the candidate
- Letters of recommendation from the applicant's supervisor, a colleague and a direct report
- Essay explaining why the applicant is interested in the M.S.E.L. program and how the degree program will further the applicant's personal and professional goals.

Leaders and managers who are interested in this program should request a copy of the application from the M.S.E.L. Program Office at (619) 260-4828 or download the application at www.business.sandiego.edu/M.S.E.L.

CURRICULUM OVERVIEW

M.S.E.L. emphasizes understanding and developing the leadership skills necessary for success in a variety of organizational contexts. This carefully coordinated and highly integrated series of 16 courses provides participants with a specialized master's degree that has both similarities and differences with the traditional M.B.A.. Both build on an interdisciplinary core of information analysis, customers and markets, financial management, financial controls, and business strategy. M.S.E.L. alone provides a consistent focus on leadership theory and practice, ranging from self-leadership to leadership that transforms organizations.

The 16-course sequence consists of eight 3-unit courses and eight 1.5 –unit courses, totaling 36 units. All courses are required, are team taught, and will be taken in the following order:

MSEL 501 – Preparing for Leadership: Self-Appraisal and Analysis (3)
MSEL 502 – Optimizing Individual Learning (1.5)
MSEL 503 – Organizational Ethics I (1.5)
MSEL 504 – Data Analysis and Decision-Making (3)
MSEL 505 – Communicating your Leadership Point of View (1.5)
MSEL 506 – Understanding Customers and Markets (3)
MSEL 507 – Partnering for Performance Using Situational Leadership II® (1.4)
MSEL 508 – Accounting: Reporting and Decision-Making (3)
MSEL 509 – Leading High-Performing Teams (3)
MSEL 510 – Financial Management and Investments (3)
MSEL 511 – Leadership in a Global Context (1.5)
MSEL 512 – Organizational Ethics II (1.5)
MSEL 513 – Sustaining Competitive Advantage: The Learning Organization (1.5)
MSEL 514 – Leading Change (3)
MSEL 515 – Planning and Implementing Organizational Strategies (3)
MSEL 516 – Leading High-Performing Organizations (1.5)

COURSE DESCRIPTIONS

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

MSEL 501 Preparing for Leadership: Self-Appraisal and Analysis (3)

The first one-week track serves as an orientation to the master's program. Students explore the relationship between personality and behaviors and the socially responsible leader. Topics include personality theory, disposition beliefs, values, and presentation of self in the workplace. Students learn what values and presentation of self in the workplace. Students learn what values and character they bring to their management roles, as well as how to diagnose the disposition and value framework others bring to the work-place. Approaches include diagnostic instruments for self and others, role-plays, case studies, a writing project to establish a personal mission statement, and formulating strategies for balancing work and personal lives.

MSEL 502 Optimizing Individual Learning (1.5)

Primary focus is given to the only sustainable competitive advantage in business today – learning. The "Leader as Learners" is the main theme of this course. Optimizing Individual Learning will focus on individual learning as applied in an organizational setting. Common business processes and skills practiced will assist in defining, understanding, and developing a learning organization, and optimizing leadership so individuals in organization can out-learn, out-think, and out-create competitors while maximizing individual and organizational performance. Topics include the perceptive, psychological, environmental, physiological, emotional, and sociological preferences that influence learning, concentration, and understanding; the brain, cognitive science, speed-reading and attention or memory strategies. Teaching methods include assessment tools, role-plays, lecture and participant presentations.

MSEL 503 Organizational Ethics I (1.5)

Effective leadership requires an understanding of the differing values positions that exist in a variety of contexts. In particular, students must examine the moral features of activities and decision-making within and among organizations. Beginning with the assumption that most people want to act ethically most of the time, individuals must also recognize that people and relationships are complex. Determining the proper course of action is at

least as difficult as taking that action within an elaborate network of stakeholder relationships. Toward improving moral analysis in organizations, this course will cover topics including the effects of time pressure, division of loyalties, conflicts of obligations, effects of bureaucracy, nature of authority, cultural relativism, and international ethical differences.

MSEL 504 Data Analysis and Decision-Making (3)

In a rapidly changing business environment, accessing and interpreting data for effective decision-making is critical. M.S.E.L. students will explore systematic processes for business problem solving. Students will obtain and process information, and develop skills in probability and statistics and risk analysis and measurement. Topics to be covered include collecting and processing information, statistical inference, regression analysis, risk analysis, and information technology. Common business processes and business skills practiced are gathering and organizing data, quantitative data analysis, forecasting, decision-making under uncertainty, and communicating or presenting results. Special emphasis will be given to computer techniques, especially using Microsoft Excel, for statistical analysis and problem-solving.

MSEL 505 Communicating your Leadership Point of View (1.5)

Research demonstrates the importance of developing a clear leadership point of view. Through introspection and analysis, students will explore the relevance and applicability of a servant leadership model in both personal and professional contexts. Developing an actionable leadership point of view, presented in both oral and written formats, forms the core of this course. Faculty and peer feedback will play a major role in the development of an articulate, teachable leadership point of view that has relevance across personal and professional contexts. Teaching methods include self-diagnosis, role-plays, case studies and presentations by both faculty and students.

MSEL 506 Understanding Customers and Markets (3)

Achieving organizational success requires a fundamental understanding of the marketing process in both the firm and in society through analysis of the environments that affect marketing. With a focus on internal and external customers, the course examines contemporary issues that affect the efficient and effective operation of both the micro and macro marketing systems. It provides an opportunity to put into action the principles and lessons learned. The most important objective is for each participant to develop an understanding of the field of marketing, including its scope, theoretical foundations, challenges, opportunities, and limitations. Topics include product differentiation,

branding, pricing, promotion, demand analysis and estimation, and distribution. Teaching methods include lecture, case studies and simulations.

MSEL 507 Partnering for Performance Using Situational Leadership II®(1.5)

Managing human behavior in organizations is essential to efficient operations. Exploring the problems, possibilities, and prescriptions of ethically leading in a one-on-one context forms the foundation of this course. Students build skills that enable them to find out what their employees need to accomplish their personal and organizational goals, use a variety of leadership styles and to meet those needs, and set up a communication process for reaching agreements on what the manager and the employee can expect from each other as they work together. Topics include leadership style, employee competence and commitment, diagnosis, style flexibility, goal setting, feedback, problem-solving and consequence management as processes in developing people. Teaching methods include diagnostic instruments for others and self, role-plays, case studies and a project that applies to the student's workplace.

MSEL 508 Accounting: Reporting and Decision Making (3)

Business leadership requires an understanding of specialized skills and tools used in financial and managerial accounting. The objective is to prepare leaders to effectively use available financial information when making decisions and to critically evaluate the financial information presented by others. Accounting is presented as the principal planning and control tool of business. Topics include financial reporting, costing methods, and performance assessment. Common business processes and skills practiced are financial statement analysis, segment analysis, allocation and activity-based costing, transfer pricing, budgeting and cost, volume or profit analysis. Special attention is given to concepts in open book management and enterprise resource planning.

MSEL 509 [507] Leading High-Performing Teams (3)

Exploring the challenges and possibilities of creating and leading in a team-based, socially responsible organizational culture forms the basis of this one-week session. Students examine the theories and practices necessary to be an effective leader or member of a high-performing team. Development of self-knowledge and skills for diagnosing stages of team development, observing and interpreting team dynamics enhance a leader's ability to effectively organize and manage teams. Stress will be placed on leadership skills that improve interpersonal and facilitation skills. Application of knowledge and skills developed is required in real team situations within the student's

organization. Topics include stages of team development, leadership style, team chartering, conflict management, decision-making, interventions and group process skills.

MSEL 510 Financial Management and Investments (3)
An understanding of the responsibilities, analytical approaches and strategy implications from the perspective of the financial officer of a company are central to the leadership function. An integral approach to both the external (investor) and the internal (financial leadership) perspectives will be examined. Students analyze the tools required to manage the financial function within a mature corporation as well as the financial implications of a start-up company. In contrast, the external perspective explored will cover how the financial communities of investors view the corporation as an investment, and the responsibilities of the financial manager in maximizing the company's shareholders' wealth. Teaching methods include lecture, practice sets, case studies and a research project demonstrating the use of technology.

MSEL 511 Leadership in a Global Context (1.5)
Conceptually, this course extends leadership to a global perspective involving cross-cultural, geopolitical, and economic considerations and responses. Focus is on the challenges leaders face in a business world that has become global in opportunity, in dynamics of business, and in threats to business success. Topics include forces pushing companies to be global, dealing with conflicting domestic and global issues, succeeding in multiple cultures, understanding how transnational firms operate, and learning how to analyze global potential for a business, industry, or region.

MSEL 512 Organizational Ethics II (1.5)
As a follow up to Organizational Ethics I, this course extends and builds on the decision making framework established previously. Students are asked to write and analyze case studies based on ethical dilemmas they face within their own organizational contexts. Focus will be on the key factors that allow seemingly successful leaders to engage in unethical practices. Topics include the "Light of Day" test, possessing a sense of entitlement, failing to understand the distinction between rationalization and justification, engaging in super-optimism, confusing ethical tolerance with ethical relativism and the art of self-deception.

MSEL 513 Sustaining Competitive Advantage: The Learning Organization (1.5)
Building on the concepts developed in M.S.E.L. 502, this course focuses again on learning. Common business processes and skills practiced will assist in defining, understanding, and developing a learning organization,

and optimizing leadership so individuals in organizations can out-learn, out-think, and out-create competitors while maximizing individual and organizational performance. Teaching methods include assessment tools, role-plays, lecture, participant presentations and an action learning project.

MSEL 514 Leading Change (3)
The problems and possibilities encountered when leading an organizational change effort form the basis of this course. Students examine the critical role of change agents through a variety of change initiatives. Competing theories of change are explored. Students develop an understanding of the stages of concern that individuals experience when dealing with change and why they resist it. In addition, students analyze past change efforts and develop a change initiative within their own organizations. Topics include organizational vision, focusing behaviors, inspiring behaviors and levels of concern when making organizational change. Teaching methods include diagnostic schemes, role-plays, case studies and a writing project documenting an organizational change effort.

MSEL 515 Planning and Implementing Organizational Strategies (3)
Formulating organizational strategy requires the integration of a wide variety of knowledge and skills across multiple business functions. Through simulation and applied business processes, students develop strategies that integrate the learning from all of their previous courses. The course relates both effectiveness and efficiency in complex organizations and offers a prescriptive model to apply based on performance diagnosis. Topics include competitive analysis, capital investment decisions, market planning, and social responsibility. Leadership and management skills practiced include strategic mission and vision creation, strategic planning, financial forecasting, market planning, investor relations, and written and oral presentations. Teaching methods include guided group discussions, student presentations, guest speakers, readings, cases, simulation and exercises.

MSEL 516 Leadership for High Performing Organizations: Crafting the Future (1.5)
As the final course in the program, this module provides the opportunity for the student to synthesize and bring closure to this formal stage of their learning. Students present a culminating portfolio and assess the extend to which they have developed the necessary competencies to perform as high potential executive leaders who impact high performing organizations.

Master of Science in Real Estate

THE MASTER OF SCIENCE IN REAL ESTATE (M.S.R.E.)

The M.S.R.E. degree offers a curriculum that develops the specialized skills needed by real estate professionals. Through an interactive approach, the program provides students with the leadership, communication and interpersonal skills necessary to compete for real estate careers at the middle-to upper-management levels or become real estate entrepreneurs.

Through the use of personalized teaching methods, including numerous "live" project-based courses, students gain a full appreciation and comprehension of the many different facets of the real estate profession. Specifically, the M.S.R.E. program produces graduates who have:

- Decision-making skills, including financial and quantitative analysis
- Negotiating skills and an understanding of the ethical conduct issues in the real estate profession
- Business writing, critical thinking, and problem solving skills
- Oral communication and interpersonal skills
- Technology-related skills, including ARGUS™, CoStar®, and other real estate databases

Real estate is a multi-disciplinary field and the M.S.R.E. focuses on providing students with a solid foundation comprised of the many different disciplines and components that comprise the real estate profession. Discussion of the political and social implications of real estate decisions, as well as their ethical dimensions, is incorporated throughout the curriculum. The program is built on the reputation and strengths of the USD School of Business Administration and its Burnham-Moores Center for Real Estate, emphasizing leadership skills, negotiations, ethical decision-making and professional competencies.

QUALIFICATIONS FOR ADMISSION

- College or university degree transcripts (officially sealed) with minimum 3.0 GPA
- GMAT score with a minimum of 550
- Three (3) recommendation forms: one academic preferred
- Statement of interest in a real estate career (no longer than 2 pages, double spaced, 11 pt. font)
- Complete application form with signature
- Interview (in person or by phone) with Center staff
- Résumé
- Application fee of $45
- International students are required to take the TOEFL test

- Application filing date is early March (see www.usdrealestate.com for exact date)
- Notification date is early April

Those who are interested in this program should request an application form from the M.S.R.E. office at (619) 260-4150 or e-mail realestate@sandiego.edu.

REQUIREMENTS FOR THE M.S.R.E. DEGREE

Courses (all required; open only to M.S.R.E. students)
MSRE 500 – The Real Estate Process (2)
MSRE 501 – Residential Finance and Housing Policy (3)
MSRE 502 – Real Estate Law, Ethics, and Public Policy (3)
MSRE 503 – Commercial Real Estate Finance and Investment (3)
MSRE 504 – Urban Land Economics (2)
MSRE 505 – Negotiations and Ethical Issues in Real Estate (3)
MSRE 506 – Strategic Management of Real Estate Assets (2)
MSRE 507 – Urban and Suburban Development Process (3)
MSRE 508 – Commercial Real Estate Valuation (3)
MSRE 509 – Commercial Real Estate Capital Markets (2)
MSRE 510 – Real Estate Feasibility Analysis (3)
MSRE 511 A, B, C – Real Estate Seminar Series (3)

Total: 32 units

COURSE DESCRIPTIONS

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

MSRE 500 The Real Estate Process (2)
An intensive week-long first course introduces basic real estate fundamentals to provide an overall foundation. Highlights the crucial role of being a socially responsible, ethical real estate professional in shaping communities for future generations. Provides training in the different technology-related tools used throughout the program (financial modeling with Excel, etc.) as well as beginning team building and networking within the student cohort. Key real estate professionals serve as guest speakers and highlight the many different disciplines comprising the real estate process.

MSRE 501 Residential Finance and Housing Policy (3)

Provides an overview of real estate markets, financing mechanisms, and the funding institutions. Emphasis is on residential markets with attention to land use and planning issues as well as housing policy issues (especially for San Diego County). This course will include a brief introduction to commercial financing. It will also provide opportunities to interact with real estate professionals through outside speakers, field trips and conferences or meetings involving real estate executives.

MSRE 502 Real Estate Law, Ethics and Public Policy (3)

Provides historical foundation and fundamental legal principles affecting real estate. Uses case studies and current events in real estate law and ethics to explore critical issues in the real estate marketplace. Special emphasis is given to transactions, investments, and development of real estate as related to contracts, ownership, transfer, land use and environmental issues. Required readings, document reviews, class discussions, applied research, presentations and outside speakers enable a practical understanding of ethical principles and legal implications that impact real estate involving residential and commercial real properties, environmental concerns, and risk management matters.

MSRE 503 Commercial Real Estate Finance and Investment (3)

Introduces core concepts, principles, analytical methods, and tools useful for making finance and investment decisions regarding commercial real estate assets. Uses a multi-disciplinary approach to vigorously study the financial, spatial and social economics of commercial real estate. Builds a cohesive framework to analyze complex real estate finance and investment decisions emphasizing fundamentals of property markets and financial markets (primary emphasis on "Main Street" deals rather than Wall Street).

MSRE 504 Urban Land Economics (2)

Real estate can be viewed as a consumption good, an investment good, or an input in the production process, and thus plays an important role in defining urban land use and the resulting development of real estate within a community. Examines physical constraints placed on land use within the framework of physical and biological limitations, technological and economic limitations, and political and institutional limitations. Studies economic considerations associated with acquisition, development, management and use of real estate, concluding with institutional roles.

MSRE 505 Negotiations and Ethical Issues in Real Estate (3)

Negotiations are central to most decisions made about a real estate asset starting from the original acquisition agreement to the lease agreement, operations and management, as well as disposition; and these often confront the parties involved in ethical dilemmas. This course explores the science and art of negotiation with "science" learned largely through readings and discussions, and "art" learned through experience gained in simulated real estate negotiations where students examine the ethical dilemmas facing various parties to a transaction.

MSRE 506 Strategic Management of Real Estate Assets (2)

Examines strategic and tactical risk management strategies for real estate assets involving ownership entities including: individuals, institutional investors, and businesses. Emphasizes how asset management can directly affect cash flows and therefore the underlying value of a single asset or a portfolio of assets. Topics include financing and refinancing opportunities and techniques, designing a tenant mix, marketing strategies for leasing the asset, creating and implementing repositioning strategies, planning capital expenditures, budget and management reporting, cost control and operations strategies. Considers role of real estate in a corporation including its relationship to the strategic plan and balance sheet; its place in corporate mergers; and its programming, procurement, investment, management and disposal.

MSRE 507 Urban and Suburban Development Process (3)

Provides a step-by-step analysis of phases involved in the real estate development process including original product conceptualization based on market research, site acquisition, entitlement process, construction process, financing, and marketing (lease-up), of the property. Leadership, management and control of the development teams will be highlighted. Land use theory, traditional and contemporary metropolitan development patterns, transportation and environmental issues also discussed. Consideration given to impact of decision choices, investment objectives, changing technology, telecommunication, and socioeconomic and market activities on the development process and the success of a real estate project.

MSRE 508 Commercial Real Estate Valuation (3)

Focuses on the theory and practice of real property valuation beginning with fundamental concepts of real estate appraisal, then gaining practical experience by completing an appraisal and analysis of an investment property in San Diego. Teams are assigned an industry

mentor who provides the appraisal project and coaches the data gathering process. Concludes with team presentations of their appraisal projects to a panel of judges. Employs the ARGUS™ financial software and various real estate market databases such as CoStar® properties to complete the valuation.

MSRE 509 Commercial Real Estate Capital Markets (2)

Examines the major players, investment criteria and deal structures available within the capital markets (both debt and equity) for the real estate investor. Analyzes roles of traditional sources of real estate capital, as well as the proliferation of newer financial products, with a focus on the risk or return parameters for the various sources of capital.

MSRE 510 Real Estate Feasibility Analysis (3)

Teams work on a live feasibility-consulting project in the San Diego region providing the "client" with a professional presentation and a report at the end of the term. Projects will vary so that the entire class will be exposed to several different kinds of real estate challenges. The unique attributes of alternative real estate assets will be explored. Helps develop problem-solving and consulting skills essential for success in determining real estate feasibility.

MSRE 511 A, B, C Real Estate Seminar Series (Three 1-unit sessions)

A series of three courses designed to bridge the academic or practitioner gap by providing student interaction with regional, national and international real estate experts. These courses are structured as a weekend seminar format that will be held three times per year. Topics vary depending on the speakers, but the focus is on large-scale real estate development or investment cases where critical players are the presenters or moderators of the sessions.

Master of Science in Supply Chain Management

MASTER OF SCIENCE IN SUPPLY CHAIN MANAGEMENT AND THE GRADUATE CERTIFICATE IN SUPPLY CHAIN MANAGEMENT

The Web-based Master of Science in Supply Chain Management (M.S.-S.C.M.) is designed for high-performing managers and executives who have an established track-record of success in one or more of the functions included in supply chain management. Participants gain advanced expertise needed to help their sponsoring firms progress to world-class supply chain management status, with significant improvement in their firms' profitability.

At the completion of this program, students who have mastered the curriculum will be able to:

- Demonstrate mastery of the principles of world-class supply chain management
- Identify gaps between their organization's processes and world-class processes
- Apply project management practices to one or more such gaps
- Demonstrate success as an ethical leader in supply chain management
- Demonstrate teamwork and team leadership skills

This 36-unit program consists of two phases. Phase 1 of the program is the Graduate Certificate in Supply Chain Management (G.C.-S.C.M.). Students have the option of completing Phase I only and receiving a Graduate Certificate in Supply Chain Management. Upon successful completion of Phase I (GPA 3.0 or higher), students may matriculate into Phase II and complete the M.S.-S.C.M..

The M.S.-S.C.M. program is offered online in a lock-step, cohort-based format and requires 26 months for completion. There is a two month break between Phase I and II, which each require one year for completion. This break allows students time for reflection and rejuvenation. The delivery format employs a blended approach to learning, whereby students spend 11 days on campus per year and complete the remainder of the instruction via online learning. The regular online interaction makes it possible for students to interact with their instructors and fellow students in a user friendly manner. Students often make deeper connections with their online colleagues than in bricks-and-mortar classroom.

Phase I encompasses an 18-unit curriculum that integrates the three legs of supply chain management: supply management, logistics, and operations. Phase II, which requires an additional 18 units, expands on these principles adding emphasis in law and ethics, leadership, organization change management, supplier development, global supply management, finance and marketing. Both phases are designed to blend proven concepts with contemporary best practices found in successful businesses and governments throughout the world.

Integrative Project

The custom focused integrative project is the cornerstone of both phases. The project in Phase I addresses a gap between best-in-class practices as developed in the coursework and current practices at a sponsoring organization. The advanced integrative project in Phase II requires students to apply knowledge gained in coursework in leadership, change management, and ethics to a real-world gap between world-class practices and a sponsor's practices.

The sponsored project is the vehicle for applied learning and it provides the link between theoretical and applied learning. In addition to the learning resulting from successful project execution, sponsoring organizations receive a positive financial return on their tuition investment. Individuals who are not sponsored by their firms or who do not have internal executive-level support for the integrative project are afforded an opportunity to undertake a project at a nearby firm (usually a small business) or a master's thesis. The project director facilitates these students in fulfilling the requirement of the integrative project course.

Learning Portfolio

Many experiences in business and life in general are spontaneous and sudden, giving little time to learn from what has been experienced. The opportunity for retained learning increases when experiences are recorded. In addition to providing the student with a record of his or her learning, portfolio-based learning provides a student's employer with an easy-to-review compilation of the learning process.

A portfolio is a collection of a student's experiences and achievements during a period of educational activity. A portfolio can contain a log or diary, record of events, project reports, project research, audits and evaluations, papers students have read, observations and reflections, video of consultations, and case descriptions and analysis. Each cohort in the program is assigned a faculty mentor who guides students in improving the effectiveness of their learning, facilitates the development of students' presentations and communication skills and provides both educational guidance and career counseling.

Business Administration

ADMISSION REQUIREMENTS

To provide flexibility to our prospective students, two application pathways are possible:

1. Apply to the Graduate Certificate in S.C.M. program with the intention to matriculate into the M.S.-S.C.M.. The intention to matriculate must be clarified in the statement of purpose at the time of application. A 3.0 GPA in the Graduate Certificate is required to matriculate. If a 3.0 is not attained, satisfactory score on the GMAT is required for matriculation.
2. Apply to the M.S.-S.C.M. program directly. A satisfactory score on the GMAT is required. Acceptance to the M.S.-S.C.M. includes acceptance to the G.C.-S.C.M. program, as it is the first year of the M.S.-S.C.M.. We offer this option as some companies will not reimburse their employees for a certificate program, but will reimburse for a master's program.

Basic admission requirements include:

- Minimum two years work experience in a relevant supply chain management position
- Bachelor's degree from an accredited college or university
- A satisfactory GMAT score (only applicable to option #2)
- Additional screening related to the assessment of academic competence is typical of that found for entry into most business graduate degree programs.

In addition, candidates will be expected to provide:

- Two letters of recommendation from the applicant's supervisor, a colleague, direct report, or university professor (only one letter is required for option #1)
- Statement of Purpose – a short essay reflecting the applicant's personal and professional objectives and expectations for the program.
- A résumé describing work experience to date
- College or university transcripts (officially sealed) from each college or university attended.

International students who possess an L-1 (business visa) or a J-1 short term scholar visa may apply.

COURSE REQUIREMENTS

Phase I (G.C.-S.C.M.)

MSCM 551 – Supply Chain Management (3)
MSCM 552 – Operational Processes (3)
MSCM 553 – Logistics and Supply Systems (3)
MSCM 554 – Strategic Cost Management (3)
MSCM 555 – International Negotiations (3)
MSCM 559 – Integrative Project (3)

Phase II

MSCM 571 – Leadership and Ethics for Supply Chain Managers (3)
MSCM 572 – World-Class Supplier Development (2)
MSCM 573 – Organization Change Management (2)
MSCM 574 – Global Supply Management (1)
MSCM 575 – Law, Ethics, and Contracts for Supply Chain Management (2)
MSCM 576 – Finance for Supply Chain Managers (1)
MSCM 577 – Marketing in a Supply Chain Management Context (1)
MSCM 578 – Value Network Management (3)
MSCM 599 – Advanced Integrative Project (3)

COURSE DESCRIPTIONS

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

MSCM 551 Supply Management (3)

Examines the challenges of integrating the members of an organization's supply management system. Such improvements reduce time-to-market and improve quality and the inflow of technology from the firm's supply base, thereby increasing market share and profitability. These improvements also result in reductions in the total cost of ownership for purchased materials, services and equipment. Addresses supply management's role in: social responsibilities; buyer-supplier relationships; ethics; cross-functional teams; quality, price, and cost analysis; methods of compensation; total cost of ownership; the development of requirements; acquisition of services and equipment; outsourcing; global sourcing; post-award activities; and legal issues.

MSCM 552 Operational Processes (3)

Examines operational processes of the supply chain form acquisition of materials through conversion to physical distribution of goods and services. Topics include workflow systems, inventory systems, quality systems, production systems, logistics systems, cost estimation, optimization, and continuous improvement. Common business processes and business skills addressed include: production planning, workflow scheduling, cost estimation, resource allocation, work methods design, inventory management and continuous improvement methods.

MSCM 553 Logistics and Supply Chain Systems (3)
Provides an understanding of the supply chain dynamics and analytical methods used to analyze, plan, and manage supply chain operations. Topics include: e-commerce; supply chain problems and issues; analytic techniques and applications used to address supply chain planning and management; and a comparative foundation of current industry applications, their benefits and limitations.

MSCM 554 Strategic Cost Management (3)
Investigates the highly dynamic, timely, and little understood area of cost management in the supply chain. Promotes cost reduction as a critical tool in competitive business strategy redirecting emphasis from price to the total cost of ownership. Identifies costs throughout the supply chain system and methods of measuring costs and determining cost drivers. Develops written strategies on reducing or managing costs.

MSCM 555 International Negotiations (3)
Addresses the art and science of negotiation with the "science" learned through readings and the "art" learned through experience gained in simulated negotiations. These negotiations frequently are set in a foreign country, exposing participants to nuances of conducting business abroad. These mock or simulated negotiations are conducted both online and during the residence sessions held on campus.

MSCM 559 Integrative Project (3)
Each candidate identifies a sponsor-based supply management or supply chain-related project to complete during the certificate program. Projects are approved by management of the sponsoring organization and the director of SCMI, and have the potential of contributing significantly to the sponsor's bottom line. The project may be conducted in a team environment if the project value exceeds the combined tuition of the team members.

MSCM 571 Leadership and Ethics for Supply Chain Managers (3)
Addresses leadership to build collaboration in supply chains. Students will learn to: identify forces that support or destroy collaboration, discover ways of discerning the perceptions of others, uncover attribution errors, create an arsenal of ethical strategies, identify areas where new human alliances need to be created, and build a learning journal. Topics addressed include foundations of ethical leadership, diversity and inclusion, comparative leadership and management, international cultural context of leadership, leadership in a team-based context, and leadership and the learning organization.

MSCM 572 World-Class Supplier Development (2)
Supplier development consists of the process and activities that a buying firm undertakes to improve a supplier's performance and capabilities to meet the buying firm's supply needs. Buying firms use a variety of activities to improve supplier performance including: assessing suppliers; operations, providing incentives to improve performance, instigating competition among suppliers, and working directly with suppliers, either through training or other activities. Topics addressed include strategic perspectives, supplier development process, supplier development enablers, barriers to supplier development, and world-class supplier development.

MSCM 573 Organization Change Management (2)
Supply chain management organizations support the overall objective of a smooth flow of quality products, services, and information to optimize end customer satisfaction. This course focuses on organizational change in relationships, structures, communications systems, and culture. Topics addressed include business process reengineering, diagnosing change, managing change, change leadership, organizational and culture behaviors, organizing for change, and change implementation.

MSCM 574 Global Supply Management (1)
World class supply management requires active participation in the global marketplace. While many processes and practices are the same nationally and globally, many nuances exist when dealing with a global supply base. This course addresses these nuances, with a strong focus on cultural issues. Topics addressed include global management perspectives, supply channels, direct suppliers, currency exchange and payment, socio-economic and political alliances, and cultural issues involving social justice.

MSCM 575 Law, Ethics, and Contracts for Supply Chain Management (2)
Ethics, diversity, and legal issues are paramount concern to organizations that operate in today's global environment that pits supply chain against supply chain. Proactive companies recognize that striving for diversity and maintaining ethical policies and actions help enable world-class supply chain management. Topics addressed include diversity suppliers, protecting the physical environment, workplace values, ethics in business, contract formation, and the legal context of supply chain management.

MSCM 576 Finance for Supply Chain Managers (1)

Supply Chain Managers require knowledge of finance to enable analysis of projects, justification for proactive investments, and estimation of supply chain costs. Topics addressed include the motivators of finance professionals, time value of money, net present value, internal rate of return, working capital management, financing inventory, financing capital equipment, international finance, hedging, and options.

MSCM 577 Marketing in a Supply Chain Management Context (1)

The course introduces marketing in the context of effective management of the firm's supply chain. Supply chain managers require knowledge of marketing in order to develop, evaluate, and implement effective supply chain strategies. Topics addressed include the motivators of marketing professionals, the marketing environment, life cycle strategies, marketing segmentation, marketing intelligence, product design, branding, packaging and services, and international marketing.

MSCM 578 Value Network Management (3)

This course begins by analyzing present day relations between customers and their suppliers at all levels. It then addresses the theories and mechanics involved in the development and management of buyer-supplier alliances. The third phase of the course addresses the complex nature of buyer-supplier networks, supply families, and virtual corporations. Students will learn about strategic sourcing, public sector sourcing; subcontract administration; developing and managing buyer-supplier alliances; and developing and managing networks, supply families, and virtual corporations.

MSCM 599 Advanced Integrative Project (3)

The advanced integrative project is a sponsor-based, supply chain-based project. Projects are approved by management of the sponsoring organization and the director of SCMI and have the potential of contributing significantly to the sponsors' bottom lines. The projects may be conducted in a team environment if the project value exceeds the combined tuition of the team members. Topics addressed include team formation, developing charters, project management, quantifying financial impacts, and presentation skills.

Master of Science in Global Leadership

The Master of Science in Global Leadership (M.S.G.L.) is a cohort-based program where students progress together through a 16-month course study. The 31-unit curriculum integrates content of 14 courses within three main thematic areas:

- Leadership and ethics
- Global, geopolitical, environment and cultural
- Best business practices and processes

Delivered in a flexible, executive education format, students begin with online studies prior to an intensive session lasting one week during which time students complete most of the classroom work for three courses. This begins a period of independent and team-based studies that include classroom sessions, guest speakers, and a variety of remotely-delivered educational exercises.

Following the initial week-long session, students may choose one of three continuation paths:

- Attendance at monthly on-campus sessions
- Course completion via distance learning methods
- A combination of the above two options

At the conclusion of this course of study, all students return to the campus for one week final session. This final week includes participation in a capstone experience, M.S.G.L. 509, wherein the students complete a two-day exercise serving in key positions of a simulated international corporation.

The M.S.G.L. offers many of the topics included in graduate business programs, and concentrates on those most valuable to mid-level executives. The typical candidate for the M.S.G.L. program will have four to five years of experience as an executive and be expecting to assume positions of increasing responsibility with time.

This new version of the M.S.G.L. program includes a three-course sequence designed to prepare students to pass the Project Management Professional (PMP) certification examination. This specific portion of the master's program is timed to end during the final week of classes so that students can finish this requirement in a timely fashion if desired. All students completing these three courses will be awarded a Certificate in Project Management from the University of San Diego's School of Business Administration in addition to the Master of Science in Global Leadership degree.

This course of study has been created specifically for a busy working professional whose work demands make attending a full time, campus-based program difficult. The incorporation of distributed education technologies will enable students to continue their academic efforts while faced with challenging and changing work schedules.

QUALIFICATIONS FOR ADMISSION

The first requirement for admission is the demonstration of the ability to successfully complete the program based on prior academic performance. Normally this performance will demonstrate a minimum 3.0 GPA (4.0 basis) in last 60 units.

In addition, candidates will be expected to provide:
- A letter of recommendation by their immediate supervisor (commanding officer for military personnel)
- A brief essay discussing reasons for wanting to complete the M.S.G.L. program
- A résumé describing work experience to date

Applicants should request a copy of the application form unique to this program from the M.S.G.L. Program Office located in Olin Hall. The application form contains further contact information, and a phone interview with the program director or assistant director is expected prior to submission of the application form.

REQUIREMENTS FOR THE M.S.G.L. DEGREE

The following courses are all required. Their order of delivery may vary slightly from cohort to cohort. No substitutions are allowed and no credits may be applied from other courses of study to meet the M.S.G.L. requirements. The units for each course are shown in parentheses following the course title.

MSGL 502 – Foundations of Ethical Leadership (2)
MSGL 503 – International Comparative Leadership and Management (2)
MSGL 506 – Leading Others: Individuals, Teams, and Organizations (3)
MSGL 507 – Understanding Organizations (3)
MSGL 509 – Integrating Leadership Project (1)
MSGL 510 – Global Society (2)
MSGL 512 – Global Politics, Policy, and Law (2)
MSGL 513 – Understanding International Business (3)
MSGL 522 – Project Management (2)
MSGL 523 – Finance and Accounting for Global Business (2)
MSGL 526 – International Negotiations (2)
MSGL 527 – Strategic Planning and Management (2)
MSGL 528 – Applied Project Management (3)
MSGL 529 – Project Leadership (2)

COURSE DESCRIPTIONS

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

MSGL 502 Foundations of Ethical Leadership (2)

This course examines ethical principles and theories, ethical decision-making techniques and obstacles to ethical behaviors. Practical comprehension, empathic reasoning, and applications to military, government, business and international agencies are emphasized. Topics include traditional ethical theories, relativism, values, character development, stakeholder theory and psychological aspects of moral development. Teaching methods include lecture, case studies, discussions and debate.

MSGL 503 International Comparative Leadership and Management (2)

This course will prepare participants to recognize the differences in cultural value systems and behaviors in the global environment, and how they affect leadership. Practical suggestions on how to succeed as a manager in foreign cultures and as a manager of foreign nationals will be examined. The course compares and contrasts the styles and effectiveness of leadership practices of contemporary and historical leaders. Teaching methods will include lecture, discussion, group exercises and case study.

MSGL 506 Leading Others: Individuals, Teams and Organizations (3)

This course explores multiple leadership models and examines their applicability to diverse global situations. It also trains participants in essential skills for leading individuals, teams and organizations. Topics include power and influence, transactional versus transformational leadership, emotional intelligence, leadership styles, situational contingencies, team facilitation, process analysis and strategic planning. Teaching methods include self-assessment, lecture or discussion, team projects, film analysis, role-plays, process observation, case analysis and experiential exercises.

MSGL 507 Understanding Organizations (3)

This course develops an understanding of fundamental organizational concepts to include basic organization theory, structures of organizations, the learning organization and organizational change techniques. The course begins by establishing knowledge of basic definitions and structures, moves to build an understanding of organizational cultures and concludes by discussing strategies for change — building more effective organizations. Teaching methods include lecture, discussion, exercises, team assignments and various audio and video sources.

MSGL 509 Integrating Leadership Project (1)

This course is the capstone of the global leadership program. Each master's candidate will participate in an international business simulation that will model the challenges and behaviors of a realistic corporation involved in the global arena. The simulation will serve to exercise skills and knowledge gained during the completion of the entire curriculum, integrate the essence of all courses and serve as a realistic bridge between academic study and practical experience.

MSGL 510 Global Society (2)

This course will focus on the historical, cultural, ethical, leadership and religious traditions of the major countries within each region. Topics include rituals, value systems, interpersonal interactions, customs, attitudes, social organizations, etiquette, protocols and gender relations. Teaching methods include lecture, case studies and discussion.

MSGL 512 Global Politics, Policy and Law (2)

This course examines the complex array of politics, ethics and law in the global environment, the influence of culture on ethics and law, international organizations, and methods for resolving international disputes. Topics include national security issues, international law and policy making, labor and employment issues, strategic alliances, human rights, state sovereignty, intellectual property rights and aspects of foreign commercial and investment activities. Teaching methods include lecture, case studies, discussion and debate.

MSGL 513 Understanding International Business (3)

This course develops an understanding of the global environment in which international business takes place as well as the role and behavior of the international firm as it responds to the environment. The course provides the knowledge, skills and sensitivities that help manage business operations more proactively in the turbulent international environment. Through cases and discussions within a social and ethical framework in the international marketplace, aspects of production, research, marketing and finance — along with their interrelationships — are studied.

MSGL 522 Project Management (2)

This course explores the problems, responsibilities, and opportunities associated with leading and managing a project. Topics include project team organization, project selection, statements of work, work breakdown structures, project planning and scheduling tools, cost analysis, project management software, resource allocation and scheduling, project monitoring and control, status reports and communication, and project closure. Participants

learn how to take a project through its life cycle, structure and lead a project management team, and successfully complete a project. Teaching methods include lecture and experiential exercises (management and completion of a major project, periodic status reports, presentations, and post-project analysis).

MSGL 523 Finance and Accounting for Global Business (2)

This course in finance and accounting will cover topics in corporate finance such as the time value of money, ratio analysis, capital budgeting and international finance. Additional topics include the structure of basic financial accounting statements, a comparison of cash flow to accounting profit, and the analysis of financial derivatives and their use in currency risk management. You will learn some of the financial tools used by professionals and also increase your understanding of the tasks and issues that are relevant to conducting business globally.

MSGL 526 International Negotiations (2)

This course examines the science and art of negotiation. The science will be learned largely through readings and discussions of the readings. The art will be learned through experience gained in simulated negotiations. These negotiations normally are set in a foreign country, exposing the participants to nuances of different cultures. Teaching methods will include lecture, discussion, group exercises and case study.

MSGL 527 Strategic Planning and Management (2)

This course examines strategic planning including the development of appropriate mission statements, international and global environmental analyses, the establishment of objectives, and the development of appropriate strategies and tactics to fulfill the objectives. In a military context, these principles can be applied to situations such as disaster relief, drug interdiction, border security and regional military actions. Teaching methods include lecture, discussion, group exercises and case studies.

MSGL 528 Applied Project Management (3)

This course will take a detailed look at the five phases of project management: initiating, planning, executing, controlling, and closing. Deliverables from M.S.G.L. 522 will be revisited with a focus on the best tools available to the project manager for perfecting the skills needed to accomplish the desired outcomes. Students will also gain additional expertise with MSProject® through in-class exercises and outside assignments. Emphasis in the course will be on the nomenclature and skills needed to successfully pass the PMP® certification examination in project management. Teaching methods include lecture, case studies and experiential exercises.

MSGL 529 Project Leadership (2)

This course will examine the relationships a project manager has with all project stakeholders. A strategic approach will be taken on successfully managing within the larger organization, leading the project team, and satisfying the customer. Topics will include responsibilities and authority, staffing projects, project communications, managing conflict, and time management. Emphasis in the course will be on the nomenclature and skills needed to successfully pass the PMP® certification examination in project management. Teaching methods include lecture, case studies and experiential exercises.

Business Administration

Programs

Administration and Faculty

Paula A. Cordeiro, Ed.D.
  Dean
Brian S. Canfield, Ed.D.
  Associate Dean
Gary Neiger, B.A.
  Director of Development
Susan Zgliczynski, Ph.D.
  Director, Counseling Program
Judy Mantle, Ph.D.
  Chair, Department of Learning and Teaching
Todd Edwards, Ph.D.
  Director, Marital and Family Therapy Program
Cheryl Getz, Ed.D.
  Director, Leadership Studies Program
Teresa VanHorn, M.Ed.
  Director, American Humanics and
  Coordinator, Leadership Minor
Pat Libby, M.S.
  Director of Master's Nonprofit Leadership
  and Management Program
Tedi Kostka, B.A.
  Credential Analyst
Michelle A. Tillman, M.A.
  Director of Outreach and Recruitment
Linda Siefert, Ed.D.
  Director of Assessment
Vickie Souza, Ed.D.
  Director of Field Experiences, Department
  of Learning and Teaching
Peggy Hetherington, M.S.
  Director of Field Experiences, Counseling
  and Leadership Studies Programs
Kathy Estey, B.A.
  Program Specialist, Department of
  Learning and Teaching
Andrea Saltzman, M.A.
  User Services Consultant
Rondi Stein, M.B.A.
  Budget and Operations Manager

Beth Yemma, M.Ed.
  Assistant Director of Leadership Programming
Laura B. Stein, B.A.
  Assistant Director of Nonprofit Initiatives

Viviana Alexandrowicz, Ph.D.
Jerome J. Ammer, Ph.D.
Donna Barnes, Ph.D.
Sandy Buczynski, Ph.D.
Kathleen Collins Alexander, Ph.D.
Maria Luisa Dantas, Ph.D.
Robert Donmoyer, Ph.D.
Anne Donnellan, Ph.D.
Ana Estrada, Ph.D.
Fred Galloway, Ed.D.
Steven Gelb, Ph.D.
Kenneth Gonzalez, Ph.D.
C. Bobbi Hansen, Ed.D.
Lea Hubbard, Ph.D.
Noriyuki Inoue, Ph.D.
Ronn Johnson, Ph.D.
Linda Kato, R.S.C.J., Ph.D.
Frank Kemerer, Ph.D.
Heather Lattimer, Ed.D.
Lori Low, Ph.D.
Theresa Monroe, R.S.C.J., Ed.D.
Jo Ellen Patterson, Ph.D.
Athena Perrakis, Ph.D.
Reyes Quezada, Ed.D.
George Reed, Ph.D.
Jaime Romo, Ed.D.
Lonnie L. Rowell, Ph.D.
Mary Scherr, Ph.D.
Kendra Sisserson, Ph.D.
Joi Spencer, Ph.D.
Lee Williams, Ph.D.

Doctor of Philosophy Degree Program

LEADERSHIP STUDIES

The University of San Diego's Ph.D. program in Leadership Studies seeks to educate "practitioner-scholars" to make significant contributions in a variety of organizational settings in higher education, K-12 school leadership, public administration, the military and nonprofit organizations, to name a few. The program also educates a number of students preparing to be interdisciplinary scholars of leadership; after graduation, these students may seek professions as university professors or work as policy analysts, evaluators, or consultants.

Exercising leadership effectively requires a framework of interpretation, a set of skills adequate to the task and a commitment to ongoing learning. Often it involves inquiry and critical reflection; it may require a shift in the basic assumptions that regulate and constrain the way we interpret, understand and manage our work and world. The Leadership Studies doctoral program provides conceptual and inquiry tools along with other leadership skills needed to accomplish these tasks. The emphasis is on both academic rigor and real-world relevance. This mix is accomplished through the use of a range of innovative teaching strategies (e.g., problem-based learning techniques, case studies, weekend conferences and other experiential teaching strategies) and context-specific, decision-oriented research projects.

The leadership program is also dedicated to providing a values-based education that fosters personal growth and moral development. It seeks to communicate to its students and the wider public an understanding of leadership that promotes justice and ethical behavior in our institutions, organizations and communities.

The 63-unit program includes six core courses, six electives consistent with the student's career goals, a minimum of five research courses and credit-generating activities leading to a dissertation. The program is unique by virtue of its interdisciplinary approach, the diversity of the student cohorts, and its strong commitment to developing leaders who have the skills and inclination to make organizations not only effective and efficient, but also ethical and humane.

PROGRAM OF STUDY

Upon admission, each student is assigned a program adviser, with whom he or she will develop a program of study. Students are required to complete a minimum of 63 semester-units beyond the master's degree. Some students may qualify simultaneously for a Preliminary Administrative Services Credential from the state of California.

GENERAL REGULATIONS

1. Academic Performance Requirements
Doctoral students are required to maintain at least a 3.0 grade point average in their coursework throughout the program.

2. Maximum Load
Doctoral students who are employed full-time may not take more than 6 units per semester unless the additional load is approved by the student's adviser and the program director. No doctoral student may take more than 12 units per semester without special approval of the student's adviser, program director and the associate dean.

3. Transfer of Credit
With approval, a student may transfer up to 12 units of appropriate post-master's graduate coursework taken at an accredited and USD-recognized college or university up to five years prior to the student's entry into the USD program (See Transfer of Graduate Credit, page 44). A student previously enrolled elsewhere in an accredited doctoral program recognized by USD may appeal to the faculty for the transfer of more than 12 units.

Transferred credit must be for courses that are consistent with the goals of the Leadership Studies program. Transfer credit will normally not be substituted for either core or research courses.

4. Advancement to Candidacy Process
After completing at least 45 units of coursework, students must successfully complete the Advancement to Candidacy process. Part A of this process involves the preparation of a qualifying paper that normally relates to a student's dissertation topic. Part B of the Advancement to Candidacy process involves preparing and successfully defending a dissertation proposal. More detailed information about the Advancement to Candidacy process can be found in the Doctoral Student Handbook.

5. Admission to Candidacy
Admission to candidacy (not equivalent to admission to the program) is achieved when the student has successfully completed Parts A and B of the Advancement to Candidacy process and has a proposal approved by the Institutional Review Board, if appropriate. The candidate is then ready to focus completely on the dissertation, and is not eligible for a leave of absence.

Note: The doctoral program is currently being refined. Modifications to this process might be made in the future. Please refer to the program handbook for details.

6. Dissertation
Successful written and oral defense of dissertation is required for graduation.

7. Time Limit
A student must complete the doctoral program within seven years of the first semester of enrollment.

REQUIREMENTS FOR THE DEGREE
I. Leadership Component (18 units)
There are six core courses in the Leadership Studies doctoral program. These foundational courses are required for all students; courses taken at other institutions may not be substituted.

EDLD 600 – Leadership Theory and Practice (3)
EDLD 601 – Organizational Theory and Change (3)
EDLD 602 – Leadership, Inquiry and Research I (3)
EDLD 603 – Ethics and Leadership (3)

EDLD 604 – Policy-Making Processes (3)
EDLD 605 – Adult Development (3)

II. Research and Evaluation Component (15 units)
This component is designed to enable the doctoral student to develop research skills applicable to the successful completion of the dissertation.

Required Courses:
EDLD 606 – Leadership, Inquiry and Research II (3)
EDLD 607 – Applied Statistics and Quantitative Research Methods (3)
EDLD 608 – Qualitative Research Methods (3)
Elective Research Courses (select two):
EDLD 582 – Survey Research Methods (3)
EDLD 609 – Evaluation: Theory and Practice (3)
EDLD 612 – Advanced Qualitative Research Methods (3)
EDLD 613 – Advanced Quantitative Research Methods (3)

ADDITIONAL REQUIREMENTS FOR ADMISSION
DOCTOR OF PHILOSOPHY

SEE PAGES 34 - 36 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTER	Summer, Fall
APPLICATION DEADLINES	Feb. 1
RECOMMENDED GRADE POINT AVERAGE	3.50 (4.0 scale) in master's coursework
STANDARDIZED ADMISSION TEST	Graduate Record Examination (GRE) General Test taken within the last five years
ADDITIONAL REQUIREMENTS	Master's degree (completed prior to admission)
	Résumé
	Personal statement
	Three letters of reference from employers, professional associates and, if possible, at least one university instructor
	Interview for applicants who meet the preliminary selection criteria is required
	Basic computer skills
	Preference will be given to applicants whose personal statement and/or writing sample demonstrates commitment to the study of leadership, capacity for critical inquiry and creative thinking, and the potential for excellent scholarship
	Note: No single criterion alone determines the Doctoral Admissions Committee's decision to admit or deny an applicant.

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III. Area of Specialization (18 units minimum)
With the assistance and approval of their advisers, students select electives to acquire an area of specialization.

Examples of Possible Areas of Specialization:
- Higher Education Leadership (community college, student affairs, general administration)
- K–12 Public or Private School Leadership
- Nonprofit Leadership and Management
- Individualized Option

IV. Dissertation Component (12 units minimum)
EDLD 610 – Dissertation Seminar (3)
EDLD 695 – Dissertation (9)

After completing 9 units of EDLD 695, candidates must register for 1 unit each semester to maintain candidacy until the final, approved dissertation is submitted to the Graduate Records Office.

Master's Degrees, Credential and Certificate Programs

MASTER'S DEGREES
The master's programs in the School of Leadership and Education Sciences (SOLES) prepare qualified professional personnel in education and related areas through a sequence of graduate work that includes field and laboratory experiences as well as coursework. The School of Leadership and Education Sciences grants three master's degrees: the Master of Arts (M.A.), the Master of Education (M.Ed.), and the Master of Arts in Teaching (M.A.T.). Each program requires a specified minimum number of graduate credits, and most require the successful completion of a comprehensive examination, a culminating curriculum project, thesis, or a portfolio. There is no foreign language requirement.

CREDENTIAL PROGRAMS
USD's credential programs are approved by the California Commission on Teacher Credentialing. Students should see their advisers for specific requirements regarding each credential. It is possible to combine credential programs with a degree program. See program directors for information. All PK-12 education programs in SOLES are accredited by the National Council for Accreditation of Teacher Education (NCATE).

TRANSFER OF CREDIT
Students may transfer 6 appropriate master's-level units taken at an accredited and approved institution within the past five years into a 30 - 44 unit program, and 9 units into a program requiring 45 or more units, with the approval of the adviser and program director and clearance by the Graduate Records Office.

RESERVATION OF THE RIGHT TO MODIFY
Every effort has been made to provide current and accurate information in the description of master's degree and credential programs. However, we reserve the right to change program requirements. Students should confer with their advisers and the credential analyst to ensure progress toward their degrees and/or credentials.

Leadership Studies Programs

The Leadership Studies Program offers various master's degree programs, a Preliminary Administrative Services Credential, and a Professional Administrative Services Credential. These credentials have been approved by the California Commission on Teacher Credentialing. A program leading to an American Humanics Certificate that is recognized by 19 national youth and human service agencies is also offered.

In accordance with USD policy, master's students may transfer 6 units applicable towards their elective requirement if approved by their adviser and program director. All core classes must be completed at USD.

MASTER OF ARTS DEGREE PROGRAMS

A 36-unit program designed for students preparing for leadership positions in a broad variety of organizational settings: consulting firms, human resource departments, nonprofit agencies, colleges and universities, and public and private K-12 schools, for example.

The focus of the leadership master's degree is to develop knowledgeable, ethical, caring, and inclusive leaders for a diverse and changing society. The program offers candidates the opportunity to study leadership theory and practice and apply leadership concepts and principles to their personal and professional roles and responsibilities.

There are three degree opportunities within the Master of Arts (M.A.) in Leadership Studies:

- Higher Education Leadership, with one of three strands: community college leadership, student affairs and higher education administration
- Leadership with an individualized option (For example, K-12 school leadership, management and consulting, or others created by the student)
- Nonprofit Leadership and Management

Higher Education Leadership

The 36-unit Master of Arts degree in Higher Education Leadership is designed for professionals working in, or those who have a career preference for, post-secondary education. We prepare students for a wide range of post-secondary professional positions, including those in community colleges, four-year public and private colleges and universities, and student affairs positions in any post-secondary setting. To be leaders in higher education we believe that students must be exposed to relevant research,

ADDITIONAL REQUIREMENTS FOR ADMISSION
M.A. IN LEADERSHIP STUDIES
M.A. IN HIGHER EDUCATION LEADERSHIP

SEE PAGES 34 - 36 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Summer, Fall, or Spring
APPLICATION DEADLINES	March 15: Fall or Summer Nov. 15: Spring
MINIMUM GRADE POINT AVERAGE	3.0 (4.0 scale) in all undergraduate coursework
STANDARDIZED ADMISSION TEST	Applicants at or near the minimum GPA may choose to submit Graduate Record Examination (GRE) general test scores to strengthen their application.
ADDITIONAL REQUIREMENTS	An interview may be required for admission. Basic computer skills Statement of purpose

be familiar with the complexities of the post-secondary system at all levels, and be aware of contemporary issues facing leaders working in higher education.

All students in the Higher Education Leadership Program take five courses (15 units) in the leadership core. These courses are designed to enhance students' understanding of leadership theory, its practical applications, and the ethical dimensions of leadership – concepts we believe are universally applicable in today's society. The core also includes a 3-unit research design and methodology course. Students also are required to take three courses (9 units) in the Higher Education core. These courses are designed to give students a strong foundation in higher education policy, history, organizational structures, and diversity, as well as an exposure to the implications each has for leaders in higher education.

The remaining 12 units include a 3-unit practical experience or internship, and 9 units of electives. Students work closely with their adviser to design an 18-unit experience in one of three higher education strands: 1) Community College Leadership, 2) Higher Education Administration, or 3) Student Affairs. Students will begin to design their final action research project in the research course, while obtaining practical experience at a post-secondary site of their choosing. The three elective courses chosen will also enhance this experience by providing additional opportunities to engage in theory and practice related specifically to the student's specific area of interest.

Program Requirements
Leadership Core (15 units)
EDLD 549 – Research Design and Methodology for Leaders (3)
EDLD 550 – Leadership Theory and Practice (3)
EDLD 551 – Human Relations for Leaders (3)
EDLD 555 – Leadership and Ethics (3)
EDLD 559 – Leadership and Organizational Change (3)

Higher Education Core (9 units)
EDLD 565 – Dynamics of Race, Gender and Culture in Higher Education (3)
EDLD 571 – History, Theories and Philosophies of Higher Education (3)
EDLD 577 – Higher Education Policy (3)

Internship (Practical Experience)
EDLD 590 – Leadership Internship M.A. (3)

Electives (9 units)
The following are sample elective courses:
COUN 512 – College Counseling (3)
COUN 535 – College Student Development (3)
EDLD 557 – Leadership and Spirituality (3)

EDLD 573 – Economics of Education (3)
EDLD 576 – Community College Leadership (3)
EDLD 578 – Higher Education Administration (3)
EDLD 585 – Leadership for Change (3)

Exit Requirement: Action Research Project, Thesis or Portfolio

Leadership Studies: Individualized Option
Students seeking an M.A. in Leadership Studies select 18 units of coursework that meets their specific needs and interests. Courses may be selected from USD's graduate programs with approval of adviser and program administrator. Students have the option to combine coursework from the Preliminary Administrative Services Credential or the Professional Administrative Services Credential to complete the M.A. in Leadership Studies. Please refer to future sections regarding the credentials and required coursework.

Program Requirements
Leadership Core (15 units)
EDLD 549 – Research Design and Methodology for Leaders (3)
EDLD 550 – Leadership Theory and Practice (3)
EDLD 551 – Human Relations for Leaders (3)
EDLD 555 – Leadership and Ethics (3)
EDLD 559 – Leadership and Organizational Change (3)

Internship (Practical Experience)
EDLD 590 – Leadership Internship M.A. (3)

Electives (18 units)

The program has an exit requirement of either a thesis or a portfolio.

Portfolio: Candidates who do not select the thesis option as an exit requirement must do a portfolio. Candidates should confer with their adviser during their first year in the program regarding the specific requirements for a portfolio. Candidates should refer to the guidelines noted in the Handbook.

Thesis: This option is recommended for candidates who plan to do post-master's or doctoral work. Candidates who select this exit option must register for EDLD 595 – Thesis Supervision (3) as part of their specialization coursework. Guidelines for thesis work can be found in the Handbook. Candidates must continue to register for 1 unit of EDLD 595 each semester until the thesis has been approved.

Nonprofit Leadership and Management
This degree involves an integrated course of study combining leadership theory and practice with best practice management models, strategies and tools designed to produce thoughtful and effective nonprofit leaders. A minimum of 36 semester-hours are required to complete the program.

Program Requirements

I. Required Courses (33 units)

EDLD 500 – Research, Design and Evaluation of Nonprofit Programs (4)

EDLD 501 – Nonprofit Management Fundamentals (3)

EDLD 502 – Leadership and Ethics (3)

EDLD 503 – Nonprofit Finance (3)

EDLD 504 – Human Relations for Leaders (1)

EDLD 505 – Organizational Theory and Change (3)

EDLD 506 – Resource Development (3)

EDLD 507 – Community Organizing and Change (3)

EDLD 508 – Marketing for Nonprofit Organizations (3)

EDLD 509 – Legal Issues for Nonprofit Corporations (1)

EDLD 510 – Board Management and Leadership (1)

EDLD 511 – Strategic Planning and Positioning (2)

EDLD 550 – Leadership Theory and Practice (3)

Please Note: in consultation with the program director, students may be permitted to substitute required courses for electives.

II. Electives (1-unit and 2-unit courses from which students will select 3 or more units)

EDLD 512 – Collaboration (1)

EDLD 513 – Advocacy Skills and Strategies (2)

EDLD 514 – Public Speaking (1)

EDLD 516 – Related Business Development (2)

EDLD 517 – Capital and Endowment Campaign Planning (2)

EDLD 519 – Media Relations (1)

Other electives may be added.

MASTER OF ARTS IN LEADERSHIP STUDIES: ADMINISTRATIVE SERVICES CREDENTIAL PROGRAMS

The Educational Leadership Development Academy

This innovative preparation program is focused on a single goal: to prepare strong public and private school instructional leaders to lead effective school communities in teaching and learning. The program offers three threads for leadership preparation:

• *Leaders Exploring Administrative Possibilities (LEAP)*: an experiential program for school personnel considering

ADDITIONAL REQUIREMENTS FOR ADMISSION
M.A. IN NONPROFIT LEADERSHIP AND MANAGEMENT

SEE PAGES 34 - 36 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Fall
APPLICATION DEADLINES	April 2
MINIMUM GRADE POINT AVERAGE	3.0 (4.0 scale) in all undergraduate and graduate coursework.
STANDARDIZED ADMISSION TEST	Not required unless the GPA falls considerably below the aforementioned benchmarks
ADDITIONAL REQUIREMENTS	Three letters of recommendation (see forms included with applications)
	A 500-word essay answering the question: What do you believe are the greatest challenges facing the nonprofit sector (either locally or nationally) and how will what you learn in this program help you to effectuate change in those areas?
	If you work for a nonprofit corporation, a memorandum of understanding signed by your employer stating the degree to which your organization supports your candidacy
CANDIDATE INTERVIEWS	Once the admissions committee has reviewed all of the applications, those candidates who we are seriously considering for admission will be asked to attend a group interview conducted by alumni of the program. Admissions decisions will be finalized shortly thereafter.

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leadership positions (for teachers or other certificated personnel who are interested in leadership)
- *The Aspiring Leaders Program*: a Master of Arts degree and a California Preliminary Administrative Services credential (for aspiring school leaders)
- *The New Leaders: Induction and Support Program*: a Master of Arts degree and a California Professional Administrative Services Credential (for early career school site leaders).

These Aspiring Leaders and the New Leaders programs meet the requirements for both the California Administrative Services credential and the M.A. in Leadership Studies. Aspiring Leaders applicants who do not already hold a master's degree in a related field are required to complete the full 36-unit program; those applicants who already hold a master's degree in a related field may opt to pursue just the credential in a 24-unit program. New Leaders applicants who do not already hold a master's degree in a related field are required to complete

ADDITIONAL REQUIREMENTS FOR ADMISSION
ASPIRING LEADERS PROGRAM

SEE PAGES 34 - 36 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTER — Fall

APPLICATION DEADLINE — Spring (contact program for dates)

RECOMMENDED GRADE POINT AVERAGE — 3.0 (4.0 scale) in all undergraduate and graduate coursework

STANDARDIZED ADMISSION TEST — Although not required, applicants with less than a 3.25 undergraduate grade point average are encouraged to take the GRE or MAT.

PREREQUISITE EXPERIENCE — Applicants must meet the following qualifications by the start of the program:

- Applicant must hold a valid Clear Teaching Credential or services credential with specialization in pupil personnel, library, health, or clinical rehabilitative services, or a designated subjects credential and a baccalaureate degree.

- Applicant must have a minimum of three years experience in a full-time teaching position or served a minimum of three years in a full-time position appropriate to the services credential.

- Applicant must have passed the California Basic Educational Skills Test (CBEST).

SELECTION PROCESS — The selection process is comprised of three stages:

- Applicants will submit an application (with two letters of reference, academic transcripts, and a written statement). These materials will be reviewed by the ELDA staff.

- Successful applicants will be contacted for an instructional observation of the candidate teaching students or adults, followed by a brief interview. Candidates applying from outside the San Diego area will be contacted to arrange for an instruction session to be videotaped.

- Candidates who are successful in the instructional observation process take part in a writing sample session.

the full 36-unit program; those applicants who already hold a master's degree in a related field may opt to pursue just the credential in a 12-unit program.

Students seeking both a master's degree and a credential must submit an application to both programs.

Leaders Exploring Administrative Possibilities (LEAP)
This is a 3-unit program that engages participants in initial leadership development prior to entering an administrative credential program. This program provides candidates opportunities to learn more about their leadership capacity in a three day summer institute and continued work from September through March in monthly seminars. Students participating in this program register for EDLD 561 (3 units).

The Aspiring Leaders Program
This 36-unit program of study is comprised of coursework and a 40-day school site-based residency apprenticeship over two years. Unlike other traditional university courses that follow a semester schedule, this program's courses are offered in intensive modules that span multiple semesters. Classes are held on weekdays and occasional weekends throughout the year. Apprenticeship placements will be selected jointly by the participant and program administration to ensure a learning environment that will adequately support participant learning in the critical areas of site leadership. The apprenticeship may either be full- or part-time,

depending on the nature of the student's work role. The program of study meets the requirements for the California Preliminary Administrative Services credential.

Students who also apply to, and are admitted to, the M.A. in Leadership Studies degree program must complete 12 more units (in addition to the Aspiring Leaders Program requirements) to earn the M.A. degree.

I. Aspiring Leader Required Courses (24 units)
EDLD 551 – Human Relations for Leaders (3)
EDLD 552 – School Law for Aspiring Leaders (3)
EDLD 553 – Instructional Leadership and Supervision I (2)
EDLD 554 – Instructional Leadership and Supervision II (2)
EDLD 558 – School Leadership and the Politics of Education (3)
EDUC 560 – Technology for School Leaders (1)
EDLD 583 – Special Topics I (1)
EDLD 584 – Special Topics II (1)
EDLD 588 – Diversity and the Preparation of School Leaders (2)
EDLD 597P – Practicum in School Administration I (3)
EDLD 598P – Practicum in School Administration II (3) (field-based experience)

II. M.A. Core Courses (12 units)
Only for those also pursuing the master's degree
EDLD 549 – Research Design and Methodology for Leaders (or a research course decided in consultation with the student's adviser) (3)

ADDITIONAL REQUIREMENTS FOR ADMISSION
NEW LEADERS: INDUCTION AND SUPPORT PROGRAM

SEE PAGES 34 - 36 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTER	Fall, Spring
APPLICATION DEADLINE	Contact Educational Leadership Development Academy for dates
MINIMUM GRADE POINT AVERAGE	3.0 (4.0 scale) in all undergraduate and graduate coursework
STANDARDIZED ADMISSION TEST	Although not required, applicants with less than a 3.25 undergraduate grade point average are encouraged to take the GRE or MAT.
PREREQUISITE EXPERIENCE	Applicant must hold a valid California Preliminary Administrative Services Credential
	Applicant must hold a school site administrative position (e.g., principal, vice principal, content administrator, etc.)
SELECTION PROCESS	Applicants will submit an application (with three letters of reference, academic transcripts, and a written statement). These materials will be reviewed by the ELDA staff.
	Interview by panel of ELDA program staff

EDLD 550 – Leadership Theory and Practice (3)
EDLD 555 – Leadership and Ethics (3)
EDLD 559 – Leadership and Organizational Change (3)

III. Exit Requirements
1) Portfolio: Candidates must present a portfolio that reflects their learning and development over the course of the program. It must be presented to and approved by a panel of university faculty and district practitioners.
2) Platform Statement: Candidates must present a platform statement which articulates their educational and leadership beliefs.

The New Leaders: Induction and Support Program
This 36-unit specialization is an integrated course of study that links the educational and leadership theory to the complexities of participants' school-based practice. The coursework is heavily job-embedded, focusing on the candidates' development of instructional leadership capacity through critical analysis and reflection. Participants are paired with an experienced mentor principal who provides coaching and support. Their work together centers on developing the skills and knowledge to manage the complex real-time challenges and responsibilities of site leadership. The program of study meets the requirements for the California Professional Administrative Services Credential.

Candidates who already hold a master's degree in a related field may elect to obtain the California Professional administrative credential (a 12-unit program).

I. New Leaders: Induction and Support Required Courses (12 units)
EDLD 560 – School Law for Practicing Administrators (3)
EDUC 561 – Structured Mentoring I (1)
EDUC 562 – Structured Mentoring II (1)
EDUC 563 – Structured Mentoring III (1)
EDLD 564 – Supporting Teachers for Instructional Improvement (2)
EDUC 565 – Mentor and Support or Adult Learning I (2)
EDUC 566 – Mentor and Support or Adult Learning II (2)

II. M.A. Core Courses (12 units)
Only for those also pursuing the master's degree
EDLD 549 – Research Design and Methodology for Leaders (or a research course decided in consultation with the student's adviser) (3)
EDLD 550 – Leadership Theory and Practice(3)
EDLD 555 – Leadership and Ethics (3)
EDLD 559 – Leadership and Organizational Change (3)

III. Electives (12 units) Only for those also pursuing the master's degree

IV. Culminating Video
Candidates must produce and present to a panel of university faculty and district practitioners baseline and culminating videos that illustrate their leadership skills and demonstrate growth.

AMERICAN HUMANICS NATIONAL NONPROFIT CERTIFICATE PROGRAM

The American Humanics Certificate is recognized by 19 national youth and human service agencies and their community-based chapters. Students working toward this certificate are offered networking opportunities, online résumé services and job placement.

The Mission
To prepare and certify nonprofit professionals to work with America's youth and families.

In partnership with:
American Red Cross, America's Second Harvest, Big Brothers/Big Sisters of America, Boy Scouts of America, Boys and Girls Clubs of America, Camp Fire Boys and Girls, Girls Inc., 4-H, Girl Scouts of USA, Habitat for Humanity, Junior Achievement, Inc., March of Dimes, National Network for Youth, National Urban League, Outreach International, Points of Light Foundation, The ARC, United Way, Volunteers of America and YMCA of the USA.

Our partner organizations support the American Humanics mission on campuses throughout the nation. They recognize how valuable well-prepared, qualified professionals are to their missions.

American Humanics National Nonprofit Certificate Program offered in conjunction with the Master of Arts in Nonprofit Leadership and Management
American Humanics Certificate Requirements
• Completion of all coursework for the M.A. in Nonprofit Leadership and Management
• Attendance at one American Humanics Management Institute (meets annually the first week in January at various locations throughout the United States)
• An American Humanics application needs to be completed at the beginning of each academic year. Consult the American Humanics program director in the School of Leadership and Education Sciences for details.

American Humanics National Nonprofit Certificate Program offered in conjunction with the Nonprofit Leadership and Management Certificate
American Humanics Certificate Requirements
• Possession of a Bachelor of Science degree or a Bachelor of Arts degree
• Two years verified full-time work experience in a nonprofit agency
• Completion of the Nonprofit Leadership and Management Certificate program

- Attendance at one American Humanics Management Institute (meets annually the first week in January at various locations throughout the United States)
- An American Humanics application needs to be completed at the beginning of each academic year. Consult the American Humanics program director in the School of Leadership and Education Sciences for details.

American Humanics National Nonprofit Certificate Program offered in conjunction with the Master of Arts in Leadership Studies

Students must meet all the core requirements for the M.A. in Leadership Studies plus the following requirements:
EDLD 501 – Nonprofit Management Fundamentals (3)
EDLD 590 – Leadership Internship M.A. (3)
EDLD 593 – Leadership Internship M.A. (3)

Students, in consultation with their adviser, select 9 units of coursework from the Schools of Leadership and Education

Sciences, Law, Nursing and Health Science, Business Administration, and/or the College of Arts and Sciences to comprise the rest of their area of specialization. An interdisciplinary program is encouraged. The student's adviser must approve all electives.

American Humanics Certificate Requirements
- Completion of all coursework for the M.A. in Leadership Studies
- Community service hours completed with an American Humanics partner agency
- Attendance at one American Humanics Management Institute (meets annually the first week in January at various locations throughout the United States)
- An American Humanics application needs to be completed at the beginning of each academic year. Consult the American Humanics program director in the School of Leadership and Education Sciences for details.

Counseling Programs

The Master of Arts in Counseling program is a non-thesis program requiring 48 units of courses and successful completion of a comprehensive exam. It prepares individuals to provide a variety of professional counseling services to diverse client populations in a wide range of work settings. The mission of the program is to prepare exemplary counselors who are committed to ethical practice and life-long learning. Course and internship requirements meet standards of the National Board of Certified Counselors (NBCC) and many state licensing agencies. All students complete a 30-unit core of counseling courses that meets the 10 required NBCC areas. Students complete an 18-unit specialization in one of three areas: School Counseling, College Counseling and Student Development, or Career Counseling and Adult Learning. This degree requires the student to complete two semesters of fieldwork or internship in a setting related to the student's career goals.

To complete the program successfully students must develop skills in assessment of client needs; individual counseling; small and large group facilitation; consultation; policy and proposal writing; and data collection and analysis. To promote a deeper understanding of the counseling process and the roles of counselor and client, students are required to show participation in 25 hours of interpersonal, career, family, or pastoral counseling in individual or group settings. This requirement must be completed before the student enrolls in the counseling practicum. Counseling services experienced up to two years prior to entering graduate study may be used to meet this requirement. During the program, students must develop the multicultural counseling competencies needed by counseling professionals working in an increasingly diverse

and global society. Students become lifelong learners who will pursue professional development as a necessary part of counseling practice. Finally, students learn to take an active role in producing the organizational change necessary to promote academic, professional, and personal success for themselves and their clients.

The program has a strong focus on leadership and advocacy skills in relationship to human development issues as well as the planning, delivery, and evaluation of comprehensive programs for school counseling, career development, and college or university student development. The program also supports the development of Global Cultural Competence and offers opportunities to participate in a graduate course with a study abroad component including attendance at an international counseling conference.

Graduates of the counseling program are found in school districts, community college and university campuses, career centers, government and business settings and community agencies. In addition, graduates have gone on to doctoral programs in counseling psychology, counselor education, educational leadership, higher education administration and educational psychology. Students who complete our M.A. program are eligible for state licensing as Licensed Professional Counselors (LPC) in 48 states. California is working on becoming the 49th state and a legislative bill has been written.

Applicants to the program should specifically address fit of the counseling program's coursework and experience requirements to the applicant's career goals. In the application and in the required individual interview with a counseling program faculty member, the applicants should provide evidence of demonstrated ability in academic

endeavors and examples of effective helping skills applied in employment, intern, and volunteer settings. Recommendation letters should reflect on the applicant's intellectual and interpersonal skills based on direct observation or supervision of the applicant.

COUNSELING PROGRAM SPECIALIZATIONS

Specialization in Career Counseling and Adult Learning
Students in this area plan to apply their counseling skills with a focus on career counseling and development, life-planning and work-related interventions. Graduates work with clients of all ages from primary school to older adulthood in positions in higher education, K-12 school settings, business, government, and community settings as well as in individual practice as career counselors and consultants and in distance counseling. Graduates do individual, small - and large - group interventions with clients in areas such as career choice and development, life-planning decisions, transition support, conflict management and team building.

Specialization in College Counseling and Student Development
The College Counseling and Student Development Program at USD is designed for students who want to develop an identity as professional counselors and who are interested in working in higher education settings. College counseling and student development professionals work in community colleges, four-year colleges, universities,

distance education institutions, technical and vocational colleges. Graduates meet the requirements for positions in higher education settings that require or prefer that students have training in general counseling as well as specialized work in college student development.

Specialization in School Counseling
Students in this area plan to be school counselors in elementary, middle school or junior high and high school settings or to work with agencies serving K-12 children and their families. Students have knowledge and skills in student advocacy as well as in the design, implementation, and evaluation of comprehensive, results-based guidance and counseling programs. The school counseling specialization also stresses the development of leadership skills in transforming school counseling. The requirements for the California Pupil Personnel Services Credential with emphasis in school counseling can be met as part of this degree program.

Pupil Personnel Services (P.P.S.) Credential with Specialization in School Counseling
Students can meet the California requirements for the P.P.S. Credential with Specialization in School Counseling as part of the requirements for the M.A. in Counseling – School Specialization or as a credential-only option which can utilize previous graduate coursework in counseling. The program director and credentials analyst will help students who seek credentials from other states.

ADDITIONAL REQUIREMENTS FOR ADMISSION COUNSELING PROGRAMS

SEE PAGES 34 - 36 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Summer, Fall, or Spring*
APPLICATION DEADLINES	Summer or Fall: Jan. 31** Spring*: Dec. 1
MINIMUM GRADE POINT AVERAGE	2.75 (4.0 scale) in all undergraduate coursework
STANDARDIZED ADMISSION TEST	None
ADDITIONAL REQUIREMENTS	Statement of purpose describing how the degree or credential program will fit your personal and professional goals. Please include your strengths in interpersonal skills, experiences in multiculturalism, involvement in team building, and participation in volunteer activities.
INTERVIEW	The most qualified applicants for the college and career specializations will be contacted by a faculty member for an interview in person or via telephone. The most qualified applicants for the school specialization will be invited to USD for a three-hour group interview. Applicants who are unavailable for this group interview will have the option of completing a phone interview.

*Career Counseling specialization only. **We will take applications after the deadline for admittance on a space available basis for the College and Career specializations. However, it is strongly recommended that applications are received by Jan. 31 to receive full consideration.

PROGRAM REQUIREMENTS

The counseling core is designed to meet the program requirements recommended by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Board of Certified Counselors (NBCC). All students complete a 30-unit core of counseling courses and 18 units in their area of specialization. The program requires the student to complete a 100-hour Counseling Practicum and two semesters of fieldwork or internship in a setting related to the student's career goal. The fieldwork or internship requires completion of 600 hours of supervised work at an approved site. The courses listed below are required. Full course descriptions for each course are found in the *Graduate Bulletin*.

I. Core Courses (30 units):

COUN 503 – Professional Orientation and Ethics in Counseling (3)
COUN 504 – Pre-practicum in Counseling Techniques (3)
COUN 505 – Human Development (3)
COUN 508 – Research Methods in Counseling (3)
COUN 510 – Career Development Across the Lifespan (3)
COUN 515 – Multicultural Counseling (3)
COUN 520 – Counseling : Theory and Practice (3)
COUN 525 – Group Dynamics (3)
COUN 530 – Assessment Techniques in Counseling (3)
COUN 541 – Advanced Counseling: Diagnosis and Treatment Planning (3)

II. Specialization Courses (18 Units):

A. *Career Counseling and Adult Learning*
COUN 589P – Practicum: Adult (3)
COUN 532 – Designing Career Development Interventions (3)
COUN 559 – Consultation, Training and Supervision (3)
COUN 593F – Internship in Career Counseling (3) (Taken twice)
Electives: selected by student and adviser (3 units)

B. *College Counseling and Student Development*
COUN 512 – College Counseling (3)
COUN 535 – College Student Development (3)
COUN 589P – Practicum: Adult (3)
COUN 592F – Internship in College Counseling (3) (Taken twice)
Electives: selected by student and adviser (6 units)

C. *School Counseling*
COUN 588P – Practicum: School (3)
COUN 518 – Organization of Student Support Systems (3)
COUN 536 – Counseling Children and Youth in School Settings (3)
COUN 537 – Applied Techniques for Counseling in School Settings (3)
COUN 590F – Fieldwork in School Settings (3) (Taken twice)

REQUIREMENTS FOR THE PUPIL PERSONNEL SERVICES CREDENTIAL IN SCHOOL COUNSELING

Option 1

For students who have completed or are completing USD's M.A. in Counseling with a School Counseling specialization. Requirements:
• Complete requirements for the M.A. program in School Counseling
• Pass CBEST
• Meet the P.P.S. credential fieldwork requirements*

Option 2

For students who already have a master's degree in counseling. Candidates for this option should make an appointment with the School Specialization Coordinator to have previous graduate coursework evaluated for equivalence to the following courses:

COUN 503 – Professional Orientation and Ethics in Counseling (3)
COUN 504 – Pre-practicum in Counseling Techniques (3)
COUN 505 – Human Development (3)
COUN 508 – Research Methods in Counseling (3)
COUN 510 – Career Development Across the Lifespan (3)
COUN 515 – Multicultural Counseling (3)
COUN 520 – Counseling: Theory and Practice (3)
COUN 525 – Group Dynamics (3)
COUN 530 – Assessment Techniques in Counseling (3)
COUN 541 – Advanced Counseling: Diagnosis and Treatment Planning (3)
COUN 588P – Practicum: School (3)
COUN 518 – Organization of Student Support Systems (3)
COUN 536 – Counseling Children and Youth in School Settings (3)
COUN 537 – Applied Techniques for Counseling in School Settings (3)
COUN 590F – Fieldwork in School Settings (3) (Taken Twice)
EDUC 582 – Psychological Foundations of Education in a Diverse Society (3)

*Fieldwork: The P.P.S. credential requires 600 hours of fieldwork completed under the supervision of a P.P.S.-credentialed supervisor. School fieldwork must be completed at two levels: elementary, middle or junior, high school. Fieldwork sites are approved by the faculty member designated as the Director of Field Experiences in conjunction with the student's adviser. Specific hours of direct contact experience, cross-cultural counseling, and group counseling are required. Students receive individual and group supervision during the fieldwork experience. Students enroll in a fieldwork course each term that they are collecting fieldwork hours until 600

Leadership and Education Sciences

hours are completed. Students must complete a minimum of 200 hours at each fieldwork site. Prerequisites: COUN 588P, COUN 505, COUN 515, COUN 525 (or consent of school specialization coordinator and director of field experiences).

Counseling Program – Learning Outcomes

The Counseling Program faculty identified 10 learning outcomes that describe the competencies attained by graduates of the counseling program.

1. *Diversity*: Students will possess the knowledge, skills and disposition needed to provide effective counseling and developmental services to clients diverse in age, gender, race, ethnicity, socioeconomic status and sexual orientation. Students will gain an understanding of counseling practice in a global environment and are able to work effectively with international clients in the United States and to assist clients and counseling professionals with transitions to global career locations.

2. *Professional Identity*: Students will acquire sound identities as professional counselors with a commitment to continued lifelong learning and professional development. Graduates will be actively involved in professional associations and possess effective networking skills.

3. *Ethics*: Students will be knowledgeable of the ethical guidelines developed by the American Counseling Association, the American Psychological Association, the American School Counselors Association, the American College Personnel Association and other relevant professional organizations. Students will demonstrate their knowledge and use of at least one ethical decision-making model as they apply it to cases involving various professional domains.

4. *Developmental and Career/Life Planning*: Students will possess the knowledge of career, developmental, and life planning processes as well as the skills needed to provide individual counseling, assessment and other training to facilitate decision-making and developmental life transitions.

5. *Individual and Group Counseling Skills*: Students acquiring competencies in individual and group counseling will be able to demonstrate their knowledge and skills related to several of the more commonly recognized counseling theories, including psychodynamic, person-centered, reality theory, gestalt, Adlerian, cognitive-behavioral, and others.

6. *Research and Analytical Skills*: Students will demonstrate the knowledge, skills and dispositions associated with conducting and interpreting social science research. Specifically, students will demonstrate their abilities of developing research and evaluation questions and selecting and using appropriate methods for data collection and analysis. Students will also show their ability to apply existing theory and research to the practice of counseling.

7. *Leadership and Advocacy*: Students will demonstrate their ability to go beyond the conventional practice of providing individual and group counseling and to take leadership in advocating for clients and for systemic change to improve counseling and developmental services and programs. Graduates will be able to work collaboratively with others and to lead teams of professionals in delivering innovative approaches and methods in the field of counseling. Moreover, they will internalize and demonstrate the value of client advocacy.

8. *Assessment*: Students will have the ability to gather, interpret, and utilize a variety of assessment data. This will include the ability to select, administer and interpret appropriate standardized tests for individual and group assessment of client needs and to complete program evaluations.

9. *Consultation and Conflict Resolution*: Students will have the knowledge and skills necessary to provide professional consultation to a variety of client populations including colleagues, teachers, administrators and managers, parents and community members. Students will have the knowledge and skills necessary to plan, advocate for, implement, provide program leadership for and to facilitate conflict resolution and violence prevention programs that can be used in a variety of settings with diverse populations of clients.

10. *Technology*: Students will possess the knowledge and skills to utilize technological resources in professional practice and in research and to understand the application of ethical practice to the use of Web-based counseling, assessment and information.

Department of Learning and Teaching

PROFESSIONAL TEACHER PREPARATION

The Department of Learning and Teaching offers initial and advanced preparation programs for teachers of students in grade levels from kindergarten through high school, as well as adults. The Multiple Subject credential program is an initial program designed for candidates who wish to teach in elementary school settings. The Single Subject program is for those who wish to teach in secondary school settings. Candidates interested in careers in special education enroll in the Level I Educational Specialist credential program and may choose specializations in Mild/Moderate or Moderate/Severe Disabilities and/or Early Childhood Special Education. The Master of Education degree in Special Education may be earned in conjunction with the Level I Education Specialist credential. Candidates who wish to teach English to adult speakers of other languages may enroll in the TESOL certificate program.

Advanced programs are offered for those who have already earned a teaching credential or with significant teaching experience. These include Master of Education degrees in Curriculum and Teaching; Mathematics, Science, and Technology Education; and Language, Literacy, and Culture. In addition, the department, in collaboration with the College of Arts and Sciences, offers the Master of Arts in Teaching degree which combines academic content area study with advanced coursework in education. The Master of Arts in Teaching degree is offered in History, International Relations, and Social Science.

Level II Education Specialist credentials are available for special education teachers. This coursework may count towards the M.Ed. in Special Education.

CREDENTIAL PROGRAMS

The Department of Learning and Teaching offers several credential programs to prepare teacher candidates for the 12th grade level and below: the Multiple Subject credential, the Single Subject credential, and the Education Specialist credential in three areas: Mild/Moderate Disabilities, Moderate or Severe Disabilities, and Early Childhood Special Education. The Multiple Subject credential is appropriate for self-contained classrooms typically found in elementary schools. The Single Subject credential is for subject-matter teachers typically assigned to middle school and high school positions. The Education Specialist credentials in Mild/Moderate and Moderate or Severe Disabilities are appropriate for special education settings in grades K-12. The Early Childhood specialist credential applies to children with disabilities from birth through pre-school.

A. Multiple Subject Credential Program

The Multiple Subject program is designed for those interested in teaching in elementary grades. Completion of an approved California state Liberal Studies undergraduate program is helpful preparation for the Multiple Subject credential, but is not required. To demonstrate subject matter competence, all candidates for the Multiple Subject credential are required to pass the California Subject Examination for Teachers (CSET: Multiple Subjects) prior to student teaching. Some applicants may be required to submit a passing score on this test prior to being admitted to the credential program. All candidates for the credential must submit either a passing score on the California Basic Educational Skills Test (CBEST) prior to admittance to the program, or evidence of having registered for taking the CBEST at its next offering.

Requirements for the Multiple Subject Credential
I. Courses (3-unit prerequisite, plus 33 units)
Required Prerequisite
EDU 558XB – First and Second Language Development and Structure for the Classroom Teacher (3 extension-credits). Available online through the USD Division of Continuing Education. Please call (619) 260-4585 for information.

Required Courses
EDSP 589 – Healthy Environments and Inclusive Education (3)
EDUC 581C – Multicultural and Philosophical Foundations of Education (3)
Field Requirements: five hours service learning, five hours observation
EDUC 582 – Psychological Foundations of Education in a Diverse Society (3)
Field Requirement: eight hours of observation
EDUC 583P – Methods of Teaching Reading and Language Arts in Elementary Schools (3)
Field Requirement: 50-hour practicum
EDUC 584C – Methods of Teaching English Language and Academic Development (3)
Field Requirement: 20 hours service learning
EDUC 585P – Elementary Curriculum Methods (6)
Field Requirement: 50-hour practicum
EDUC 590S – Student Teaching Seminar for the Multiple Subject Credential (2)*
EDUC 590P – Student Teaching for the Multiple Subject Credential (10)*
* EDUC 590S must be taken concurrently with EDUC 590P.

Additional Requirements
• Passing score on the following exams: CBEST, CSET: Multiple Subjects, RICA. The CBEST and CSET exams must be passed prior to student teaching.
• CPR certification
• U.S. Constitution requirement
• Successful completion of an online technology workshop
• Fitness to Teach: Admission to the credential program does not guarantee the opportunity to student teach. Placement is based upon assessment of candidates' knowledge, skills, and dispositions in coursework and fieldwork. In addition, all candidates must be cleared through the CCTC fingerprint clearance.
• Grades of B- or better are required in all courses, including student teaching.

Requirements for the Multiple Subject Credential with a BCLAD Emphasis (Bilingual: Spanish credential)

BCLAD candidates take EDUC 542 in place of EDUC 582, but otherwise must meet all the requirements for the regular Multiple Subject credential. In addition, they must also have courses in anthropology, and Latin-American and California culture and history. They must also pass Spanish proficiency and Cultural Awareness

exams. Please see an adviser in the BCLAD program to discuss these requirements.

B. Single Subject Credential Program
The Single Subject credential is designed to prepare candidates to teach subjects in a departmentalized situation typically found in middle and high schools. To demonstrate subject matter competency, candidates must meet the academic requirements of a USD-approved subject matter program, or pass the appropriate CSET examination in the subject field in which they wish to teach. The CSET exam must be passed prior to student teaching. Some applicants may be required to submit scores on the CSET exam prior to being admitted into the credential program. USD currently has one CCTC approved subject matter program in the area of Mathematics.

Requirements for the Single Subject Credential
I. Courses (3 unit prerequisite, plus 30 units)
Required Prerequisite
EDU 558XB First and Second Language Development and Structure for the Classroom Teacher (3 extension-credits). Available online through the USD Division of Continuing Education. Please call (619) 260-4585 for information.

ADDITIONAL REQUIREMENTS FOR ADMISSION CREDENTIAL PROGRAMS

SEE PAGES 34 - 36 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS

Summer, Fall or Spring

APPLICATION DEADLINES

Summer or Fall: March 1, May 1, July 15
Spring: Oct. 1, Dec. 1

MINIMUM GRADE POINT AVERAGE

2.75 (4.0 scale) in all undergraduate coursework.

STANDARDIZED ADMISSION TEST

CBEST (California Basic Educational Skills Test)
Passing score on CBEST exam or photocopy of reservation confirmation to take CBEST on next available date

ADDITIONAL REQUIREMENTS

Three letters of reference attesting to both academic and personal skills, and if possible, to teaching abilities

Statement of purpose explaining reasons for seeking the credential and including information on an applicant's experience in working with children or adolescents in school or non-school settings.

An interview.

Required Courses

EDSP 589 – Healthy Environments and Inclusive
Education (3)

EDUC 532P – Curriculum and Methods of Teaching in
Secondary Schools (3)
Field Requirement: 50 hour practicum

EDUC 534P – Methods of Teaching Reading in Secondary
Schools (3)
Field Requirement: 50 hour practicum

EDUC 581C – Multicultural and Philosophical
Foundations of Education (3)
Field Requirements: 5 hours service learning, 5 hours
observation

EDUC 582 – Psychological Foundations of Education in a
Diverse Society (3)
Field Requirement: 8 hours of observation

EDUC 584C – Methods of Teaching English Language
and Academic Development (3)
Field Requirement: 20 hours service learning

EDUC 591S – Student Teaching Seminar for the Single
Subject Credential (2)*

EDUC 591P – Student Teaching for the Single Subject
Credential (10)*

* EDUC 591S must be taken concurrently with EDUC 591P.

Additional Requirements

- Passing score on the following exams: CBEST, CSET or
successful completion of a CCTC-approved subject
matter program
- United States Constitution requirement
- Successful completion of an on-line technology workshop
- Fitness to Teach: Admission to the credential program
does not guarantee the opportunity to student teach.
Placement is based upon assessment of candidates'
knowledge, skills, and dispositions in coursework and
fieldwork. In addition, all candidates must be cleared
through a fingerprint clearance.
- Grades of B- or better are required in all courses and
student teaching
- CPR certification

DEPARTMENT OF LEARNING AND TEACHING MASTER'S DEGREE PROGRAMS

Master's degree programs in the Department of Learning
and Teaching use National Board for Professional Teaching
Standards (NBPTS) propositions as benchmarks to assess
candidate performance. Candidate outcomes are also
designed in congruence with the School of Leadership and
Education Sciences's A.C.E. conceptual framework, in
which "A" represents "Academic Excellence, Critical
Inquiry, and Reflection," "C" stands for "Community and
Service," and "E" represents "Ethics, Values, and Diversity."

Advanced programs are offered for those who have
already earned a teaching credential or have teaching

experience. These include Master of Education degrees in
Curriculum and Teaching; Mathematics, Science, and
Technology Education; and Language, Literacy, and Culture.

The Master of Arts in Teaching degree and the Master
of Education degree in Special Education are initial
programs that are open to candidates with and without
teaching experience and credentials. The department, in
collaboration with the College of Arts and Sciences, offers
the Master of Arts in Teaching degree which combines
academic content area study with advanced coursework in
education. The Master of Arts in Teaching degree is offered
in History, International Relations, and Social Science.

Grades of C- or better are required in master's
degree courses. With approval, candidates may transfer
in up to 6 units from other graduate programs and/or
institutions. Continuing education units are not
accepted for graduate credit.

Master of Education in Curriculum and Teaching

The Master of Education in Curriculum and Teaching is a
course of study aimed at improving candidates'
instructional practices. It focuses on the design, delivery,
and assessment of programs, units and lessons, and is
appropriate for K-12 teachers and educators and trainers in
public and private sectors. Courses utilize current research
on instructional best practices to frame discussions on
teaching and learning. Taking a backward design
approach, coursework examining instructional planning
emphasizes identification of learning objectives worthy of
enduring understanding, the use of essential questions, and
the use of assessments designed to evaluate students'
knowledge and misconceptions. The program teaches
candidates to systematically examine both their own
practices and cutting edge national and international
exemplars. Included is critical examination of a variety of
different technology applications in educational and
training settings. A 9-unit certificate in Character
Education is available as an elective option. See certificate
programs section on page 145.

Program of Study (33 units)
I. *Foundations of Education (9 units)*
EDUC 500 – Research Design and Methodology (3)
EDUC 510 – Cognition and Learning (3) OR EDUC 513
– Human Development (3)
EDUC 511 – Educational Reform (3) OR EDUC 564 –
Cross-Cultural Communication (3)

II. *Curriculum and Teaching Specialization (15 units)*
Candidates are required to take the following five courses
for a total of 15 units.
EDUC 512 – Measurement and Evaluation in Educational
Settings (3)
EDUC 535 – Curriculum Design and Evaluation (3)

EDUC 536 – Curricular Innovations (3)
EDUC 538 – Instructional Theories and Practices (3)
EDUC 550 – Distance Education (3)

III. Electives (9 units)
Choose from:
EDUC 514 – Instructional Technology: Design and
   Evaluation (3)
EDUC 515 – Advanced Theories of Language and
   Literacy (3)
EDUC 516 – Innovations in Reading and Writing (3)
EDUC 517 – Multiple Literacies (3)
EDUC 518 – Teaching Writing Across the Curriculum (3)
EDUC 519 – Literature for Children and Adolescents (3)
EDUC 553 – Curriculum and Programs in Character
   Education (3)
EDUC 554 – Character-based Discipline (3)
EDUC 556 – Instructional Strategies in Character
   Education (3)
EDUC 595 – Thesis (1-6)
Other courses by permission of adviser.

**Master of Education in Mathematics, Science, and
Technology Education**
This program is designed to increase proficiency in
mathematics, science and technology content and skills in
elementary and secondary pedagogical processes. Providing

candidates with opportunities to mature as "teacher-
scholars" and to develop insights regarding effective
teaching practices, the program will incorporate problem-
based learning, inquiry, simulations, modeling and action
research. Through reflection on their experiences in
mathematics, science and technology education,
candidates construct a critical understanding of their
practice. Graduates of the program are prepared for
leadership roles in the field of mathematics, science and
technology education.

Program of Study (30 units)
I. Foundations of Education (9 units)
EDUC 500 – Research Design and Methodology (3)
EDUC 510 – Cognition and Learning (3) OR EDUC 513
   – Human Development (3)
EDUC 511 – Educational Reform (3) OR EDUC 564 –
   Cross-Cultural Communication (3)

II. Mathematics, Science and Technology (6 units)
Candidates are required to take the following two courses
   for a total of 6 units:
EDUC 570 – Contemporary Issues, Trends and Research
   in Mathematics, Science and Technology Education (3)
EDUC 571 – Curriculum Design and Evaluation in Math,
   Science and Technology (3)

ADDITIONAL REQUIREMENTS FOR ADMISSION
MASTER'S PROGRAMS

SEE PAGES 34 - 36 FOR BASIC ADMISSION REQUIREMENTS
SEE PAGE 140 FOR CREDENTIAL REQUIREMENTS

ENTRANCE SEMESTERS

Summer, Fall or Spring

APPLICATION DEADLINES

Summer/Fall: March 1, May 1, July 15
Spring: Oct. 1, Dec. 1

MINIMUM GRADE POINT AVERAGE

2.75 (4.0 scale) in all undergraduate coursework

REQUIRED LICENSES/CREDENTIALS

Preliminary credential for master's programs;
None for Special Education programs, Master of Arts in Teaching, or
candidates pursuing TESOL certificate in conjunction with the
Master of Education in Language, Literacy and Culture.

ADDITIONAL REQUIREMENTS

Three letters of reference attesting to both academic and personal
skills, and if possible, to teaching abilities

Statement of purpose explaining reasons for seeking the degree and
other information that would assist the Admissions Committee in its
decision and including information on an applicant's experience in
working with students in school or non-school settings.

An interview.

III. Specialty Courses in Discipline (6 units)
Candidates will take two advanced, discipline-based content courses for a total of 6 units:

Mathematics
EDUC 572 – The Psychology of Mathematical Thinking (3)
EDUC 573 – Advanced Seminar in Mathematical Content (3)

Science
EDUC 574 – Pedagogical Processes for Science Educators (3)
EDUC 576 – Advanced Seminar in Science Content (3)

Technology
EDUC 514 – Instructional Technology: Design and
  Evaluation (3)
EDUC 577 – Mastering New Technologies (3)

IV. EDUC 580 – Master's Capstone Seminar
(Mathematics, Science, and Technology) (3)

V. Electives (6 units)
Candidates may meet this requirement by taking 500-level or graduate courses in Learning and Teaching with the consent of their adviser.

Master of Education in Curriculum and Teaching: Induction Master's Partnership Program with San Diego Unified School District

The Induction Master's Partnership program is a unique collaboration between the San Diego Unified School District and the Department of Learning and Teaching. The program offers newly hired teachers working in the district the opportunity to earn a master's degree in Curriculum and Teaching as they work to meet Induction requirements for the Professional Clear credential. Classes are co-constructed and co-taught by university and school district instructors. Special incentives exist for district teachers at low-performing schools for whom tuition costs are greatly discounted through scholarships which support the program. The two-year, cohort-based program is currently open only to teachers in the San Diego Unified School District who are enrolled in the district induction program.

Program of Study (30 units)
I. Required Courses (24 units)
EDUC 520 – Teacher Induction I (3)
EDUC 521 – Teacher Induction II (3)
EDUC 522 – Teacher Induction III (3)
EDUC 524 – Advanced Literacy Instruction for
  Elementary Teachers (3) OR EDUC 525 – Advanced
  Literacy Instruction for Secondary Teachers (3)
EDUC 526 – Advanced Methods of Teaching English
  Language and Academic Development (3)

EDUC 528 – Advanced Seminar in Teaching
  Mathematics to Elementary Students (2) OR EDUC
  527 – Advanced Seminar in Teaching Content Area
  Subjects to Secondary Students (2)
EDUC 535 – Curriculum Design and Evaluation (3)
EDUC 507 – Action Research I (1)
EDUC 508 – Action Research II (2)
EDUC 509 – Action Research III (1)

II. Electives (6 units)
Recommended Electives:
EDUC 501 – Family, School and Community Partnerships (3)
EDUC 512 – Measurement and Evaluation in Educational
  Settings (3)

Candidates may meet this requirement by taking 6 units of 500-level or graduate courses in Learning and Teaching with the consent of their adviser.

III. Action Research Project
In EDUC 509 – Action Research III students will present an original action research project as a capstone exit requirement.

Master of Education in Language, Literacy, and Culture with TESOL Certificate Option

The Master of Education (M. Ed.) in Language, Literacy and Culture was conceived with the purpose of offering a new graduate program that aligns with the demands of classrooms and schools in the 21st century and within the theoretical framework of the Department of Learning and Teaching and the School of Leadership and Education Sciences at large. The program is designed to assist candidates in applying a socio-cultural perspective and contemporary understandings about language and literacy learning to meet literacy needs of their students. Additionally, this degree is designed to prepare professionals in the field of education who wish to develop a scholarly approach to literacy instruction and contribute to their communities of practice through the conduct and dissemination of original scholarship.

The program takes a broad view on "literacy," and emphasizes the role(s) of multiple modes of communication in shaping meaning-making. Working from the notion that cognition is mediated by semiotic tools (symbols) that are shared by members of a community, candidates in the program explore sociolinguistic, psychological, cultural and political dimensions of literacy and literacy education. Coursework, field experiences and research opportunities are designed to assist candidates in identifying and addressing issues of educational equity, linguistic, cultural and cognitive diversity and social justice as they relate to literacy instruction.

Leadership and
Education Sciences

Program of Study (30 units)

I. USD Foundations Courses (6 units)

EDUC 500 Research Design and Methodology (3)

EDUC 512 Measurement and Evaluation in Educational
Settings (3)

II. LLC Core Courses (15 units)

EDUC 529 Literacy, Language and Culture (3)
TESOL certificate requirement

EDUC 515 Advanced Theories of Language and Literacy (3)

EDUC 517 Multiple Literacies (3)

EDUC 518 Teaching Writing Across the Curriculum (3)

EDUC 519 Literature for Children and Adolescents (3)

IV. Elective Courses (9 units)

In addition to courses listed below, with permission of
adviser electives may also be selected from across other
program areas.

EDUC 501 Family, School and Community Partnerships (3)

EDUC 505 Discourse, Schooling and Learning
Communities (3)

EDUC 516 Innovations in Reading and Writing (3)

EDUC 530 Critical Literacy, Popular Culture and Media
Studies (3)

EDUC 537 Adolescent and Children's Literature and
GLBTQ Communities (3)

EDUC 541 Second Language Acquisition and
Development (3) TESOL certificate requirement

EDUC 543 Methods of Teaching Literacy in ESL (3)
TESOL certificate requirement

EDUC 549F TESOL Capstone Seminar (3) TESOL
certificate requirement

V. Summative Assessment – Independent Research Project (3)

EDUC 580 Master's Capstone Seminar (Independent
Research in LLC) (3)

*Prerequisite course for admission to the TESOL
certificate program:*

EDU 558XB First and Second Language Development and
Structure for the Classroom Teacher

Master of Arts in Teaching

This initial program is designed for candidates who hold a
bachelor's degree with a major or strong minor in the
subject specialty. It is appropriate for those who seek to
devote equal emphasis to a program in education and to
their subject specialty. The subject areas for which the
M.A.T. program is offered include history, international
relations and social science.

Master of Arts in Teaching in History

Students will have an adviser in both the Department of
Learning and Teaching and the Department of History.

Program of Study (30 units)

I. Foundations of Education (9)

EDUC 500 – Research Design and Methodology (3)

EDUC 510 – Cognition and Learning (3) OR EDUC 513
– Human Development (3)

EDUC 511 – Educational Reform (3) OR EDUC 564 –
Cross-Cultural Communication (3)

II. Education Electives (6)

6 units approved by adviser in School of Leadership and
Education Sciences

III. Required Courses in History (15)

HIST 500 – Core Seminar (3)

HIST 501 – Teaching Seminar (3)

HIST 502 – Public History Seminar (3)

IV. Electives in History (6)

6 units of graduate history courses approved by adviser in
Department of History

    MAT students may not take HIST 563 – Thesis Writing

V. Satisfactory performance on written portfolio and presentation

Master of Arts in Teaching in International Relations

Program of Study (30 units)

I. Foundations of Education (9)

EDUC 500 – Research Design and Methodology (3)

EDUC 510 – Cognition and Learning (3) OR EDUC 513
– Human Development (3)

EDUC 511 – Educational Reform (3) OR EDUC 564 –
Cross-Cultural Communication (3)

II. Education Electives (6)

6 units approved by adviser in School of Leadership and
Education Sciences

III. International Relations (15)

Candidates take 15 units in International Relations with
adviser approval.

    Not more than 6 units may be at the upper-division
undergraduate level.

IV. Satisfactory performance on written portfolio and presentation

Masters of Arts in Teaching in Social Science

Program of Study (30 units)

I. Foundations of Education (9)

EDUC 500 – Research Design and Methodology (3)

EDUC 510 – Cognition and Learning (3) OR EDUC 513
– Human Development (3)

EDUC 511 – Educational Reform (3) OR EDUC 564 –
Cross-Cultural Communication (3)

II. Education Electives (6)
6 units approved by adviser in School of Leadership and
Education Sciences

III. Social Science (15)
Candidates take 15 units chosen with an adviser in at least
two of the following departments: History, Political Science
and International Relations, Anthropology, Sociology, and
Psychology. Courses from other social science departments
may be taken with permission. Not more than 6 units of
upper-division undergraduate courses may be used in this
program. Courses for this program may not duplicate
coursework taken previously in undergraduate programs.

IV. Satisfactory performance on written portfolio and presentation

CERTIFICATE PROGRAMS
Specialist Certificate Program in Character Development
The Certificate Program in Character Development is
designed to meet the needs of educators who are interested
in the character development of children and youth. This
unique program offers SOLES graduate students the
opportunity to take any one of three courses as electives in
their current programs. It also enables SOLES graduate
students who complete all three courses (9 units) to earn a
framed Specialist Certificate in Character Development.

These graduate credit courses are offered online through
the Department of Learning and Teaching. The character
development certificate program can be completed in one
academic year (fall, intersession, spring semesters).

A graduate certificate in character development will
improve your knowledge and skills in helping students
develop the habits of good character, may help you become
a school or district-wide character education coordinator,
enhances your résumé, may be used for your salary
advancement, and will tell others that you have the
necessary training and support to be a major resource in
character development and education matters at your
school and in your community.

Course Requirements
EDUC 556 – Instructional Strategies in Character
Education (3) Fall semesters
EDUC 553 – Curriculum and Programs in Character
Education (3) Intersession January-February
EDUC 554 – Character-based Discipline (3) Spring semesters

For more information about the Specialist Certificate
Program in Character Development for graduate students
in the School of Leadership and Education Sciences call
(619) 260-2250 or e-mail: character@sandiego.edu.

TESOL Certificate Option
The Certificate in Teaching English to Speakers of Other
Languages (TESOL) is comprised of 12 units of existing
graduate level coursework designed to provide candidates
with the knowledge, skills, and dispositions needed to
effectively teach English to English Language Learners. An
additional 3 unit linguistics course (or its equivalent taken at
another institution) is required as a prerequisite or co-
requisite course (taken by the beginning of the second
semester). Certificate candidates will acquire a working
knowledge of linguistics, first and second language
acquisition and the cultural and social contexts of learning
listening, speaking, and writing skills in English with
speakers of other languages. TESOL certificate candidates
will examine the latest theories, research and applications in
TESOL, and acquire the knowledge and cultural
competencies to assume leadership roles in their areas of
expertise. Two features distinguish this certificate from other
certificate programs: (1) the practicum experience that
candidates will receive in various educational, public,
private, and community settings where English is taught, and
(2) a three-unit course that will provide an international
context and experience where candidates will learn about
language, culture, education and traditions of a nation other
than their own through international travel.

As a result of earning a TESOL certificate, graduates
will have the expertise to be employed in various education
settings as ESL instructors in language institutes, in private
and public international schools, businesses, nonprofit
agencies, and community agencies. A TOEFL score of 83
(Internet based), 580 (paper based), or 237 (computer based)
is required for admission of international students. National
and international candidates seeking the TESOL certificate
will need to meet the regular graduate admissions criteria for
the corresponding master's degree in Language, Literacy and
Culture with the TESOL certificate option.

Program of Study
Prerequisite Course
EDU 558XB First and Second Language Development and
Structure for the Classroom Teacher (3 units offered
through Continuing Education)
*Required Courses from Existing M.Ed. in Language, Literacy,
and Culture Master's Degree Program*
EDUC 529 Literacy, Language and Culture (3)
EDUC 541 Second Language Acquisition and
Development (3)
EDUC 543 Methods of Teaching Literacy in ESL (3)
EDUC 549F TESOL Capstone Seminar (3)

Special Education Programs

The Special Education faculty offer a master's degree, three credential programs, and one certificate program to prepare special education teacher candidates to teach in P-12 schools and other agencies serving individuals with special needs from birth to adulthood. As a nationally recognized credential and degree program by the Council for Exceptional Children, credential and degree programs use a performance-based electronic portfolio competency model based on the Council for Exceptional Children Standards for Beginning Teachers for evaluation and credential recommendation criteria. All special education students (referred to as candidates) will gain shared competencies through a common core of coursework. Candidates also complete specialized coursework related to Mild to Moderate Disabilities, Early Childhood Disabilities and/or Moderate to Severe Disabilities across the P-12 spectrum of service delivery.

The Special Education credential program offers three Level I Education Specialist credentials, three Level II Professional Education Specialist credentials and one Early Childhood Special Education certificate.

GENERAL ADMISSION REQUIREMENTS

All special education program graduate credential and/or degree candidates must meet the Department of Learning and Teaching requirements for admission described in this *bulletin*.

SPECIAL EDUCATION CREDENTIALS
I. Initial Level I Education Specialist Credentials
A. Prerequisite or Corequisite Courses for Level I Education Specialist Credential
- EDSP 389/589 – Healthy Environments and Inclusive Education (3) or an equivalent Introduction to Special Education course
- CBEST
- Certificate of Clearance
- U.S. Constitution requirement

B. Other Requirements
Mild/Moderate Disabilities and Moderate/Severe Disabilities
Credential requires the following prior to enrollment in Practicum (student teaching):
1) Passing score on the CSET: Multiple Subjects examination, or the CSET Single Subject Content Matter examination prescribed by California law, or CCTC-approved subject matter competency program
2) California CCTC-approved teaching credential, or
3) EDU 558XB

Mild/Moderate and Moderate/Severe candidates are also required to achieve a passing score on the RICA prior to issuance of a credential.

C. Initial Level I Education Specialist Credential: Common Core
EDSP 570 – Assessment in Special Education (3)
EDSP 571 – Management of Behavior and Instruction in Special Education (3)
EDSP 572 – Typical and Atypical Language Development (3)
EDSP 573 – Family Systems and Community/Cultural Resources in Special Education (3)

D. Initial Level I Education Specializations
1. Mild to Moderate Disabilities Requirements
EDSP 574 – Characteristics and Needs of Individuals with Mild/Moderate Exceptionality (3)
EDSP 575 – Curriculum and Instruction for Individuals with Mild/Moderate Exceptionality (3)
EDSP 590P – Practicum Mild/Moderate (6)
EDUC 575P – Elementary Curriculum Methods for Special Educators (3)
EDUC 583P – Methods of Teaching Reading and Language Arts in Elementary Schools (3)
EDUC 584C – Methods of Teaching English Language and Academic Development (3)

2. Early Childhood Disabilities Requirements
EDSP 574 – Characteristics and Needs of Individuals with Mild/Moderate Exceptionality (3)
EDSP 576 – Typical, Atypical and Medical Development (3)
EDSP 577 – Early Intervention Curriculum and Methods (3)
EDSP 578 – Curriculum and Instruction Moderate/Severe (3)
EDSP 591P – Practicum Early Childhood (6)

3. Moderate/Severe Disabilities Requirements
EDSP 576 – Typical, Atypical and Medical Development (3)
EDSP 578 – Curriculum and Instruction Moderate/Severe (3)
EDSP 592P – Practicum Moderate/Severe (6)
EDUC 575P – Elementary Curriculum Methods for Special Educators (3)
EDUC 583P – Methods of Teaching Reading and Language Arts in Elementary Schools (3)
EDUC 584C – Methods of Teaching English Language and Academic Development (3)

II. Advanced Level II Professional Education Specialist Credential
A. Prerequisite
- Must hold a CCTC Level I Education Specialist credential

in the area in which the Level II credential is being sought
- Before final request for recommendation for a Level II Professional Education Specialist credential, candidate must have completed two years of employment under the related Level I Education Specialist Credential
- Must apply and be accepted into USD graduate program of study (either Credential or Credential and M.Ed.)
- A candidate wishing to add a Level II program of study to a Level I and/or M.Ed. in Special Education program must complete a separate petition for admission to the respective Level II program.
- EDUC 514 – Instructional Technology: Design and Evaluation (3) (or equivalent)
- EDSP 589 – Healthy Environments and Inclusive Education (3) (or equivalent)
- CPR – infant, child and adult

B. *Level II Professional Education Specialist Credential: Common Core*
EDSP 598 – Education Specialist Roles and Responsibilities (3)
EDSP 593F – Field-Based Induction Plan (1)
EDSP 597F – Field-Based Research in Special Education (1)
EDUC 500 – Research Design and Methodology (3)

C. *Level II Professional Education Specialist Specializations*
1. Mild/Moderate Disabilities Requirement
EDSP 594 – Advanced Behavior Analysis and Positive Behavior Supports (3)
EDSP 594F – Field-Based Advanced Behavior Analysis and Positive Behavior Supports (1)
EDSP 596 – Assessment for Curriculum Decisions (3)
EDSP 596F – Field-Based Assessment for Curriculum Decisions (1)

2. Early Childhood Disabilities Requirements
EDSP 595 – Leadership and Management Skills (3)
EDSP 595F – Field-Based Leadership and Management Skills (1)
3. Moderate/Severe Disabilities Requirement
EDSP 594 – Advanced Behavior Analysis and Positive Behavior Supports (3)
EDSP 594F – Field Based Advanced Behavior Analysis and Positive Behavior Supports (1)

III. Early Childhood Special Education Certificate
Early Childhood Specialization Requirements
A. *Prerequisite*
- Advanced Level II Prerequisites
- A currently valid California Clear Learning Handicapped or Severely Handicapped credential; or a Level II Mild/Moderate or Moderate/Severe credential

B. *Early Childhood Disability Certificate Course Requirements*
EDSP 570 – Assessment in Special Education (3)

EDSP 573 – Family Systems and Community/Cultural Resources in Special Education (3)
EDSP 574 – Characteristics and Needs of Individuals with Mild/Moderate Exceptionality (3)
EDSP 576 – Typical, Atypical and Medical Development (3)
EDSP 577 – Early Intervention Curriculum and Methods (3)
EDSP 578 – Curriculum and Instruction Moderate/Severe (3)
EDSP 591P – Practicum Early Childhood (3)

MASTER OF EDUCATION DEGREE – SPECIALIZATION IN SPECIAL EDUCATION
I. Initial Level I Education Specialist Credentials
A. *M.Ed. Common Degree Program Requirements*
- Minimum of 30 graduate units of coursework (Practicum units do not count towards 30 M.Ed. units)
- Passing rating on final M.Ed. electronic portfolio
- Passing rating for poster presentation
- Meet all Department of Learning and Teaching requirements for M.Ed.

B. *Initial Level I Education Specialist Credential: Common Core coursework*
EDSP 570 – Assessment in Special Education (3)
EDSP 571 – Management of Behavior and Instruction in Special Education (3)
EDSP 572 – Typical and Atypical Language Development (3)
EDSP 573 – Family Systems and Community/Cultural Resources in Special Education (3)
EDUC 500 – Research Design and Methodology (3)

C. *Initial Level I Education Specializations Graduate coursework*
1. Mild to Moderate Disabilities Requirements
EDSP 574 – Characteristics and Needs of Individuals with Mild/Moderate Exceptionality (3)
EDSP 575 – Curriculum and Instruction for Individuals with Mild/Moderate Exceptionality (3)
EDSP 590P – Practicum Mild/Moderate (6)

EDUC 575 – Elementary Curriculum and Methods for Special Educators (3)
EDUC 583P – Methods of Teaching Reading and Language Arts in the Elementary School (3)
EDUC 584C – Methods of Teaching English Language and Academic Development (3)

2. Early Childhood Disabilities Requirements
EDSP 574 – Characteristics and Needs of Individuals with Mild to Moderate Exceptionality (3)
EDSP 576 – Typical, Atypical and Medical Development (3)
EDSP 577 – Early Intervention Curriculum and Methods (3)
EDSP 578 – Curriculum and Instruction Moderate/Severe (3)
EDSP 591P – Practicum Early Childhood (6)

3. Moderate/Severe Disabilities Requirements
EDSP 576 – Typical, Atypical and Medical Development (3)
EDSP 578 – Curriculum and Instruction Moderate/Severe (3)
EDSP 592P – Practicum Moderate/Severe (6)
EDUC 575 – Elementary Curriculum and Methods for
   Special Educators (3)
EDUC 583P – Methods of Teaching Reading and
   Language Arts in the Elementary School (3)
EDUC 584C – Methods of Teaching English Language
   and Academic Development (3)

II. Early Childhood Special Education Certificate

A. *M.Ed. Common Degree Program Requirements*
- Minimum of 30 graduate units of coursework
  (Practicum units do not count towards 30 M.Ed. units)
- Passing rating on final M.Ed. electronic portfolio
- Passing rating for poster presentation
- Meet all Department of Learning and Teaching
  requirements for M.Ed. (CSET is not a requirement for
  Early Childhood Certificate)

B. *Early Childhood Special Education Certificate Requirements*
EDSP 570 – Assessment in Special Education (3)
EDSP 573 – Family Systems and Community/Cultural
   Resources in Special Education (3)
EDSP 574 – Characteristics and Needs of Individuals with
   Mild/Moderate Exceptionality (3)
EDSP 576 – Typical, Atypical and Medical Development (3)
EDSP 577 – Early Intervention Curriculum and Methods (3)
EDSP 578 – Curriculum and Instruction Moderate/Severe (3)

III. Advanced Level II Professional Education Specialist Credentials

A. *M.Ed. Common Degree Program Requirements*
- Minimum of 30 graduate units of coursework
  (Practicum units do not count towards 30 M.Ed. units)
- Passing rating on final M.Ed. electronic portfolio
- Passing rating for poster presentation
- Meet all Department of Learning and Teaching
  requirements for M.Ed.

B. *Level II Professional Education Specialist Credential:
   Common Core*
EDSP 598 – Education Specialist Roles and
   Responsibilities (3)
EDSP 593F – Field-Based Induction Plan (1)
EDSP 597F – Field-Based Research in Special Education (1)
EDUC 500 – Research Design and Methodology (3)

C. *Level II Professional Education Specialist Specializations*
1. Mild/Moderate Disabilities Requirement
EDSP 594 – Advanced Behavior Analysis and Positive
   Behavior Supports (3)
EDSP 594F – Field-Based Advanced Behavior Analysis
   and Positive Behavior Supports (1)

EDSP 596 – Assessment for Curriculum Decisions (3)
EDSP 596F – Field-Based Assessment for Curriculum
   Decisions (1)

2. Early Childhood Disabilities Requirements
EDSP 595 – Leadership and Management Skills (3)
EDSP 595F – Field-Based Leadership and Management
   Skills (1)

3. Moderate/Severe Disabilities Requirement
EDSP 594 – Advanced Behavior Analysis and Positive
   Behavior Supports (3)
EDSP 594F – Field-Based Advanced Behavior Analysis
   and Positive Behavior Supports (1)

DEAF AND HARD OF HEARING MASTER'S AND CREDENTIAL PROGRAM

In partnership with the John Tracy Clinic in Los Angeles,
graduate students can earn a master's and credential in the
Education Specialist: Deaf and Hard of Hearing program.
The program is designed for teachers who want to
specialize in Auditory-Oral and Auditory-Verbal
education. There are two program of study options: 1) a
one-year full time graduate student program at the JTC
campus, and 2) a two-year – Online: Working
Professionals program. The two year option requires
concurrent employment in a Auditory-Oral "Center of
Excellence" as outlined in the Alexander Graham Bell
Association's "Component of a Quality Auditory-Oral
Program." The Distance Education Program requires two
summer residencies of one month each at the John Tracy
Clinic. Both program options share the following features:

- 44 units/16 courses
- Experiences in Auditory-Oral classroom settings
- Participation in Auditory-Verbal therapy and inclusive
  educational settings
- Hands-on fieldwork with parents and their children
  with hearing loss (birth to age five)
- Extensive experience with children who use cochlear
  implant

The following requirements must be completed before entering the program:

*Academic Requirements (B, C, and D are met with a Multiple
Subject or Single Subject Credential)*
- A. American Sign Language and Deaf Culture
- B. Typical/Atypical Child Development
- C. Teaching Reading and Writing
- D. Regular Education fieldwork
- E. GPA of 3.0 in undergraduate and graduate
  coursework

1. Examinations
- A. Graduate Record Examination (GRE) [minimum score of 1000] www.gre.org

Passing scores required for candidates seeking California Credential:
- B. California Basic Educational Skills Test (CBEST) www.cbest.nesinc.com.
- C. California Subject Examination for Teachers: Multiple Subjects (CSET) www.cset.nesinc.com.
- D. Reading Instruction Competency Assessment (RICA) www.rica.nesinc.com.
- E. U.S. Constitution course or examination

2. Other Requirements
A. Personal interview and written essay
B. Three letters of recommendation (3 academic)
C. TOEFL www.ets.org/toefl. Required for prospective students for whom English is a second language
D. See www.ctc.ca.gov for more information on California Credentials

The coursework is illustrated in the one-year California Credential and Master's Program onsite
Summer (9 units)
EDSP 551 (2) Audiology: Diagnostics in Infants and Children who are Deaf and Hard of Hearing
EDSP 553 (3) Educating Infants, Children, and Youth who are Deaf and Hard of Hearing: Multiple Perspectives (12 hours fieldwork)
EDSP 550 (3) Early Intervention with Infants and Children who are Deaf and Hard of Hearing — Birth to Three, and Their Parents (15 hours fieldwork)
EDSP 552 (1) Foundations of Speech for Individuals who Are Deaf and Hard of Hearing

Fall (17 units)
EDSP 568 (2) Audiology: Amplification in Infants and Children who are D/HH
EDSP 550F (3) Early Intervention Fieldwork with Infants and Toddlers who are D/HH and Their Parents (30 hours fieldwork)

EDSP 554 (3) Language Development with Infants and Children who are D/HH
EDSP 557 (3) Auditory-Verbal Principles of Teaching Speech and Auditory Skills to Individuals who Are D/HH (10 hours fieldwork)
EDSP 555 (4) Curriculum Strategies in Early Childhood Settings for Children who are D/HH: Theory and Practice (120 hours fieldwork)
EDSP 556 (2) Working with Families of Infants and Children who are D/HH (16 hours fieldwork)

Spring (14 units)
EDUC 500 (3) Research Design and Methodology (Online Course)
EDSP 560 (3) Language, Literacy and Instruction for School-Age Children and Youth who are D/HH (30 hours practicum along with AVT hours)
EDSP 559 (3) Curriculum Strategies in Academic Settings for Children and Youth who are D/HH: Theory and Practice (20 hours fieldwork)
EDSP 593P (4) Practicum in Auditory-Verbal Therapy (42 hours practicum)
EDSP 594P (1) Practicum in Early Childhood for Children who are D/HH (80 hours practicum) (40 units)

Spring Practicum (4 Units)
EDSP 595P (4) Practicum in Elementary School Teaching [Special Day, Inclusion, Itinerant] (360 hours practicum)

44 units and 16 courses

Marital and Family Therapy Program

The Marital and Family Therapy (M.F.T.) program prepares students to become marriage and family therapists. Marriage and family therapists are trained to conceptualize mental health and behavior problems as existing within interpersonal relationships. Consequently, students are trained to treat problems within a person's current interpersonal context. In addition to training in the most prominent marriage and family therapy theories, students are exposed to the biological and intrapsychic approaches to problem development and resolution. Students receive training in the assessment and treatment of the major mental disorders as well.

The M.F.T. program is accredited by the Commission on Accreditation for Marital and Family Therapy

Education (COAMFTE). The COAMFTE is the national organization recognized by the U.S. Department of Education for setting standards for marriage and family therapy education. USD's M.F.T. program is one of only four master's degree-granting programs in California accredited by the COAMFTE.

Graduates of the M.F.T. program usually work in mental health agencies. However, some set up their own private practices or go on to doctoral work. The degree fulfills the educational requirements for licensure in California as a Marriage and Family Therapist and usually meets the licensing requirements in the other 47 states with Marriage and Family Therapist licensure or certification.

GENERAL DEGREE REQUIREMENTS
The M.A. in M.F.T. is a non-thesis degree program requiring the successful completion of 49 units of graduate coursework, 6.5 continuing education units, a written comprehensive exam, and the accumulation of a minimum of 500 client contact hours and 100 supervision hours. The majority of the students are full-time. Full-time students can complete the program within two full calendar years. Part-time students must take at least 6 units per semester.

REQUIREMENTS FOR THE DEGREE
I. Coursework (49 units)
MFTS 500 – Research in Family Therapy (3)
MFTS 523 – Family Therapy Theories I (3)
MFTS 524 – Family Therapy Theories II (3)
MFTS 528 – Psychopathology (3)
MFTS 529 – Ethical and Legal Issues in Family Therapy (2)
MFTS 532 – Diversity and Family Therapy (1)
MFTS 533 – Family Studies (3)

ADDITIONAL REQUIREMENTS FOR ADMISSION
MARITAL AND FAMILY THERAPY PROGRAM

SEE PAGES 34 - 36 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Fall, Spring
APPLICATION DEADLINE	Fall (Early Admissions): Jan. 15 Fall (Regular Admissions): March 1 Spring: Oct. 15
MINIMUM GRADE POINT AVERAGE	3.0 (4.0 scale) in bachelor's or in master's coursework
STANDARDIZED ADMISSION TEST	GRE or MAT with an overall score in the 50th percentile or above
ADDITIONAL REQUIREMENTS	Three letters of recommendation Statement of Purpose
INTERVIEW	After an initial review of applications, the most qualified candidates will be invited to USD for a 3-hour group interview (9a.m.-noon) with the M.F.T. faculty. Candidates will be contacted by phone approximately two weeks after the application deadline in order to schedule an interview. Please visit www.sandiego.edu/soles/M.F.T. for the dates of the group interviews. Applicants who live outside California and surrounding states (Arizona, Oregon, Washington, Utah or Nevada) will have the option of participating in a phone interview. However, we strongly encourage out-of-state applicants to attend the on-campus group interview, if possible.

MFTS 541 – Assessment and Treatment of Child/Family
   Problems (3)
MFTS 542 – Psychological Testing and Evaluation (2)
MFTS 543 – Developmental Psychopathology (3)
MFTS 544 – Psychopharmacology (2)
MFTS 545 – Families, Systems and Health (1)
MFTS 546 – Couples and Sex Therapy (3)
MFTS 570 – Treatment of Drug and Alcohol Problems (2)
MFTS 595P – Practicum in M.F.T. 1 (5)
MFTS 596P – Practicum in M.F.T. 2 (5)
MFTS 597P – Practicum in M.F.T. 3 (5)

II. M.F.T. Continuing Education Courses
(6.5 units extension credit)
EDUC X-571 – Child Abuse (.5)
EDUC X-572 – Gender Issues in Family Therapy (1)
EDUC X-574 – Domestic Violence (1)
EDUC X-577 – Professional Issues in Family Therapy (1)
EDUC X-578 – Spiritual Issues in Family Therapy (1)

Students are required to take two of the following CE
courses:
EDUC X-573 – Group Therapy in Family Therapy (1)
EDUC X-575 – Special Topics in Family Therapy (1)
EDUC X-576 – Self of the Therapist Seminar (1)

III. Comprehensive Examination

IV. Clinical Contact Hours
Students must successfully complete a total of 500 clinical
contact hours (minimum of 250 relational hours) and 100
supervision hours (minimum of 50 with raw data) while
enrolled in Practicum.

V. Completion of Prerequisite Requirements
Students must complete the two prerequisite requirements
(Human Development, and either Counseling Theories or
Theories of Personality) either prior to enrollment in the
program or before the beginning of their second semester
in the program.

PRACTICUM IN M.F.T.
An important part of the training program is the practical
experience and training students receive during the
clinical practicum. The M.F.T. faculty maintain a variety
of sites that meet the rigorous clinical hour and
supervision requirements. Practicum placements are
typically non-paying positions.
   Practicum (MFTS 595P, 596P, 597P) is a 12-month,
three-semester sequence that is completed during the
student's final year in the program. During this clinically
rich experience, students will be expected to complete 500
direct client-contact hours, 250 of which need to be with
couples or families. Students receive a minimum of 100
hours of supervision from M.F.T. faculty during this time,
in addition to the supervision received from on-site
supervisors. Faculty supervision is in both individual and
group format, with live and videotaped data being used as
the primary source of session information.

PASTORAL COUNSELING SPECIALTY
M.F.T. students who wish to specialize in Pastoral Care and
Counseling may do so by taking the additional 18 units
required for the Certificate of Advanced Study (CAS) in
Pastoral Care and Counseling. Students must apply to and be
accepted by both the M.F.T. and CAS programs. See page 71
in this *Bulletin* for CAS admission and program requirements.

Courses and Seminars

COUNSELING PROGRAM
Please Note: Course descriptions list the course
number, the course title and the number of semester-
units in parentheses.

COUN 503 Professional Orientation and Ethics in
Counseling (3)
This course is designed to address the development in students
of a professional identity as a counselor. Students reflect on the
knowledge, dispositions and skills needed to provide effective
counseling interventions to diverse client populations. They
are introduced to the counseling profession – its purpose,
history, ethical codes, professional organizations and
certification and licensing practices. The course provides
comprehensive practice in applying the codes of ethical
practice to different areas of counseling practice and explores
the legal issues encountered in the various areas of counseling.

COUN 504 Pre-practicum in Counseling Techniques (3)
Each student will be able to demonstrate basic counseling
skills, techniques, and professionally ethical and legal
behavior. Students develop knowledge of and skills in core
counseling techniques, including attending, listening,
empathy and challenging. Students are introduced to, and
practice through peer helping, helping skills models
appropriate to a variety of counseling settings. Videotaping
of individual counseling sessions for purposes of
assessment, self-assessment and reflection on counseling
skill development is included. Students are able to
accurately critique their level of skill development.

COUN 505 Human Development (3)
Students examine growth and development throughout
the lifespan including physical, cognitive, social, and
psychological functioning. Individual and group differences

are studied. Students learn proactive program development and counseling strategies to enhance development and to address development and transitional issues in development at all ages.

COUN 508 Research Methods in Counseling (3)
Students study quantitative and qualitative research designs, data analysis procedures and evaluation models as they are applied to counseling-related research questions. Findings from counseling literature are reviewed. Use of computer-based analysis programs is introduced.

COUN 510 Career Development Across the Lifespan (3)
Students study career development theories and examine educational, personal, and occupational aspects of career development at all stages of the lifespan. Workplace demographics, employment trends, legal and ethical issues, worker satisfaction factors, and career development services delivery models are presented.

COUN 512 College Counseling (3)
Students examine the developmental needs and personal, academic and career concerns of persons enrolled in higher education and the counseling services and student development programs designed to meet these needs. Students examine leadership skills utilized in student services, differences in service, and delivery of services in community college, college, and university settings. Students design, conduct, and report on assessment of college counseling programs and services.

COUN 515 Multicultural Counseling (3)
Students examine the beliefs, behaviors, and values of variety of ethnic groups. Students complete self-assessments of cultural competencies and examine their self-assessments in the context of cultural identity models. Effective techniques for providing culturally appropriate services to individuals and groups are presented.

COUN 518 Organization of Student Support Systems (3)
Students learn to develop comprehensive plans for guidance and counseling services in K-12 settings and to evaluate service outcomes. Students develop leadership and advocacy skills for promoting quality counseling services designed to meet student needs.

COUN 520 Counseling: Theory and Practice (3)
Philosophical and psychological theories of personality development and functioning are presented. For each theory presented students learn the nature of the person, personality constructs, and appropriate intervention strategies and counseling goals.

COUN 525 Group Dynamics (3)
Utilizes didactic and experiential learning to examine group dynamics in a variety of work and other social settings. Students develop knowledge of and skills in counseling group leadership and facilitation as well as large group presentations.

COUN 530 Assessment Techniques in Counseling (3)
Students develop skills in the development, selection, administration, and interpretation of standardized tests and other tools used to assess various cognitive, behavioral, and affective modalities.

COUN 532 Designing Career Development Interventions (3)
Students develop competence in assessing client interests and skills, designing career centers, outlining job search strategies, writing résumés, developing job banks, planning networking strategies, and designing individual and group interventions for a variety of client-presenting problems. Students review career development services currently offered in higher education, business, and community settings. Recommended prerequisite: COUN 510.

COUN 535 College Student Development (3)
Provides an introduction to major theories and research on development of college students and addresses the relevance and use of this information for the work of student affairs professionals, counselors, administrators, and others interested in the educational development of students in college settings.

COUN 536 Counseling Children and Youth in School Settings (3)
Students will explore and understand a variety of issues germane to K-12 counseling settings. Students will also gain competence in counseling techniques and interventions appropriate to working in these settings. Additionally, students will become familiar with and practice presentation and consultation skills suitable for working with students, parents, teachers and other school staff.

COUN 537 Applied Techniques for Counseling in School Settings (3)
Students will gain awareness of the history, stages and purposes of consultation and develop strategies to promote, develop, and enhance effective teamwork and partnerships within the school and greater community. Students also enlarge their knowledge and skill base to effectively work with issues that may affect the development and functioning of students and explore with several specific models for intervention in depth.

COUN 541 Advanced Counseling: Diagnosis and Treatment Planning (3)

Students develop comprehensive case studies of clients using various assessment methods and deliver case presentations. Tests and other diagnostic tools (e.g., DSM-IV) are used to formulate individual counseling intervention plans. Professional issues associated with counseling practice and collaboration with community agencies are examined. Prerequisites: Practicum – COUN 588P or 589P.

COUN 559 Consultation, Training and Supervision (3)

Students develop training and consultation skills and strategies. This course offers students the opportunity to bridge the concepts of counseling with the applied topics of site supervision, training and consulting, and performance consulting. The methods of instruction will include both didactic instruction and interactive learning.

COUN 588P Practicum: School (3)

In the school-based counseling practicum students demonstrate knowledge of and skills in personal/social, academic, and career development domain assessments, and individual and group interventions appropriate to K–12 counseling settings. Course includes a minimum of 100 clock hours of practicum experience that includes a combination of individual and group counseling related to personal/ social, academic, and career development issues; job shadowing with credentialed school counselors; observing and being a participant-observer of group dynamics in various school settings; participating in classroom guidance activities; attending meetings directly relevant to the functioning of a counseling staff and/or counseling center; and planning, implementing, and evaluating systemic interventions related to the organization and administration of comprehensive counseling and guidance programs. At least 40 hours of the practicum experience involves direct client contact. Prerequisites: COUN 504, and either COUN 503 or 520 must also be taken before this course and the remaining course taken concurrently.

COUN 589P Practicum: Adult (3)

In the counseling practicum students demonstrate knowledge of and skills in personal/social, academic, and career development domain assessments and individual and group interventions appropriate to a variety of adult counseling settings. Course includes a minimum of 100 clock hours of practicum experience that includes a combination of peer counseling related to personal/social, academic, and career development issues; community service programs serving adult populations; job shadowing of professional counselors; observing and being a participant-observer of group dynamics in various counseling settings;

and attending meetings directly relevant to the functioning of a counseling staff and/or counseling center. At least 40 hours of the practicum experience involved direct client contact. Prerequisites: COUN 504, and either COUN 503 or 520 must also be taken before this course and the remaining course taken concurrently.

COUN 590F Fieldwork in School Settings (3)

Students obtain an internship placement at a school site and function in the role of a school counselor, working under the supervision of a P.P.S. credentialed counselor on site. university supervision also is provided. School sites are selected to meet the requirements for the State of California Pupil Personnel Services Credential – School Counseling Specialization. Course must be taken a minimum of two times to meet program and/or credential requirements. Prerequisites: COUN 505, 515, 525, 588P and school specialization course COUN 518.

COUN 592F Internship in College Counseling (3)

Students obtain an internship placement in a community college, college, or university setting under the on-site supervision of a qualified counseling professional. Course can be taken twice to meet requirements. Prerequisites: COUN 505, 515 and 525, 589P and required college specialization courses.

COUN 593F Internship in Career Counseling (3)

Students obtain internship placements in educational, business, government, and community settings where career development services are offered. Students do their internship under the on-site supervision of a qualified counseling professional. Course can be taken twice to meet requirements. Prerequisites: COUN 505, 515, 525, 589P and required career specialization courses.

LEADERSHIP PROGRAMS

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

EDLD 500 Research, Design and Evaluation of Nonprofit Programs (4)

This course prepares students to undertake the research, design, and evaluation process employed in nonprofit organizations. Students will learn the fundamentals of 1) assessing community needs, 2) using theory to guide program design, 3) identifying and evaluating research literature that supports program development, 4) data-base planning, 5) cultural competence in planning and evaluation of nonprofit programs, 6) designing evaluation studies, 7) social marketing, 8) program monitoring and 9) modifying services based on evaluation results. The course will use both didactic and interactive instruction methods, and students will undertake a project that will

provide applied experience in research, design and evaluation of nonprofit programs. Special permission required for students not enrolled in the nonprofit management program.

EDLD 501 Nonprofit Management Fundamentals (3)

This course is intended to prepare students for senior management roles in the nonprofit sector by introducing students to the basics of organizational management and helping them hone strategic thinking skills. Topics to be covered will include: the legal structure of nonprofits, assembling and managing boards, personnel policies and staffing issues, human resource management, advocacy, strategic planning, program planning, fundraising fundamentals and strategic repositioning. The course is designed as an interactive learning experience that incorporates significant case study and group problem-solving exercises. Special permission required for students not enrolled in the nonprofit management program.

EDLD 502 Leadership and Ethics (NP) (3)

Designed to promote an understanding of the philosophical, religious and civic traditions of leadership as the ethical construct of democratic practice in organizations, institutions and societies. Students gain greater awareness of the contradictions that influence contemporary organizations, especially in U.S. society. Also addresses non-Western views of morality. Case studies give students the opportunity to clarify their own ethical standards.

EDLD 503 Nonprofit Finance (3)

This course will prepare students to oversee the financial management of nonprofit organizations by focusing on four areas: key financial concepts, financial statement presentation, accounting and reporting, and operational issues emphasizing the links between the accounting staff, program staff, fundraising staff, and board of directors. Special permission required for students not enrolled in the nonprofit management program.

EDLD 504 Human Relations for Leaders (NP) (1)

The overall purpose of this course is twofold: 1) to acquaint students with the dynamics of organizational change and the challenges they present for those who hold positions of formal authority and 2) to help students develop the personal skills and discipline necessary to exercise leadership effectively. The course draws on leadership studies, complexity and systems theory as well as insights from the social sciences to develop a theoretical and practical framework for diagnosing and intervening in groups and organizations. The design provides a kind of "laboratory" setting that duplicates to some extent the dynamics that occur regularly in organizations so that participants can test and integrate their learning with actual experiences from the groups and organizations to which they belong.

EDLD 505 Organizational Theory and Change (NP) (3)

A study of how leadership and change in contemporary organizations are connected conceptually and in practice. Students will study models of organizational change, connect them to models of leadership and management and learn collaborative skills and behaviors that will help them be change agents in their organizations and professions. Emphasizes the overarching theme of changing institutions and our society to help them be more humane and responsive to solving the difficult problems that we face.

EDLD 506 Resource Development (3)

The goal of this course is to ensure that each student gains a broad understanding of the fundraising field as well as applied skills in the development and maintenance of individual donors, creating corporate partnerships; identifying and marketing programs to foundations; and applying for government grants. Each student will use his/her own organization (or one in which he/she has a special interest) as a case study for each of the sessions and assignments. Special permission required for students not enrolled in the nonprofit management program.

EDLD 507 Community Organizing and Change (3)

The study of social change is important for nonprofit administrators to understand the historic and regional environment in which they operate. Students will be exposed to a variety of change models and their inherent assumptions including, but not limited to: revolution, labor, civic rights and environmental movements of social change. Special emphasis will be placed on the categorical silos which exist within San Diego. Participants will develop a model of social change, which will guide their analysis and practice. Participants will conduct a community analysis on strategic organizations with examination of the organizational agenda of nonprofit organizations, civic associations and regional initiatives. The focus of this course will center on creating change within a practice arena. Special permission required for students not enrolled in the nonprofit management program.

EDLD 508 Marketing for Nonprofit Organizations (3)

This course is designed to sensitize students to the importance of marketing (both internal and external) in the success of nonprofit organizations. Topics to be covered include the determination of specific market targets (donors, clients, policymakers); the development of product (service) strategy; the dynamics of pricing of nonprofit services; the distribution or delivery of products or services to the various target markets; and the development of promotional strategies to various groups. Special permission required for students not enrolled in the nonprofit management program.

EDLD 509 Legal Issues for Nonprofit Corporations (1)
This course is intended to prepare students for management roles in the nonprofit sector by helping them become familiar with the basic forms of not-for-profit entities and the principal differences in their structure, formation, and corporate governance regimes. It is also designed to acquaint students with methods and techniques for managing typical risks involved in the operation of nonprofit enterprises, including risks associated with employment matters, fiscal matters (e.g., fundraising, financial accounting), preserving tax-exempt status and lobbying, contract performance, real property matters, public relations, and the like. The course is focused on practice and will incorporate case study and group problem-solving exercises based on actual student or faculty experiences to provide interactive classroom learning. Special permission required for students not enrolled in the nonprofit management program.

EDLD 510 Board Management and Leadership (1)
This course intends to prepare students to develop and manage boards of directors of voluntary sector organizations. Topics include legal and operating definitions, the purpose, function, role and appropriate board structures; supporting systems; how to assemble a board of directors; how to build positive board/staff relationships; how to coordinate the work of a board; how to prepare and manage board information flow; and how to evaluate board effectiveness. Special permission required for students not enrolled in the nonprofit management program.

EDLD 511 Strategic Planning and Positioning (2)
Many nonprofits think strategic planning is accomplished principally through a board retreat where members are asked to work with senior staff on deliberating the best course of action for their organization. While retreats are critical to the planning process, effective planning ideally involves considerable information gathering and analysis before the discussion begins in earnest. Organizations need to understand how their nonprofit fits within the context of trends and its place in the market, take a careful look at potential allies and competitors, collect information from stakeholders of all types about their wants and needs, and assess the capabilities of their organization to meet these needs within its defined market niche. This course will focus on methods of identifying strategic questions and directions for nonprofit organizations by taking students through planning processes with "client" organizations. Special permission required for students not enrolled in the nonprofit management program.

EDLD 512 Collaboration (1)
This course intends to prepare students for the development of appropriate sustaining and effective inter-organizational relationships that assist them in fulfilling

their organizational mission. Topics include life systems theory; definitions and distinctions among such arrangements as cooperation, collaboration, competition, co-opetition, partnership, networking and coalition building; identifying and developing structures and procedures; moving through the stages of development; and establishing evaluative methods. Special permission required for students not enrolled in the nonprofit management program.

EDLD 513 Advocacy Skills and Strategies (2)
Successful advocates utilize a toolbox of strategies to advance their cause. These strategies include: understanding the lobbying regulations, knowing how the legislature and congress work officially and behind the scenes, understanding regulatory reform, undertaking research which provides facts and figures to bolster a given argument, knowing how to build partners across sectors who will support the cause, understanding how to use the media and build public support. This class will provide students with a framework for conceptualizing and carrying out advocacy campaigns. Each student will be asked to apply what is learned in class to the development of a comprehensive advocacy campaign. Students may work individually but are encouraged to work in small groups on a specific public policy or state legislative campaign. Special permission required for students not enrolled in the nonprofit management program.

EDLD 514 Public Speaking (1)
This course will provide students with the skills required to engage audiences and individuals who are potential donors and supporters of nonprofit organizations. Topics include: research and analysis of audiences; development of presentations focused on the benefits to the audience; practice of presentation skills that ensure masterful delivery; the extemporaneous speech; development and use of appropriate visual aids; handling of the question and answer period; use of humor, personal stories, analogies, and the call to action. The class will be participatory, and will include research and videotaped presentations. Special permission required for students not enrolled in the nonprofit management program.

EDLD 516 Related Business Development (2)
This course prepares current and future leaders in nonprofit organizations to be able to identify related business opportunities that will supplement the financial resources and compliment the core business mission of their organization. Students will learn techniques to identify new opportunities, analyze market forces, develop effective marketing plans, establish operations plans and identify alternative funding sources in starting a new business. This course focuses on practical real world experience. Students will develop a business plan proposal

for a local nonprofit organization. The plan will be evaluated on its ability to help the selected agency move forward with a plan of action to implement a new related business. Students will work in teams. Special permission required for students not enrolled in the nonprofit management program.

EDLD 517 Capital and Endowment Campaign Planning (2)

This course is designed to broaden the student's understanding of advanced fundraising activities, with a particular emphasis on capital and endowment campaigns. Building upon student's prior coursework, the class allows students to apply their understanding of organizational strategic planning to prepare, plan, and launch successful major gift fundraising efforts. Coursework is based upon students' analysis and discussion of actual case studies or field work with nonprofit organizations. Special permission required for students not enrolled in the nonprofit management program.

EDLD 519 Media Relations (1)

This course will provide students with the skills required to understand how to forge relationships with the media in order to secure the highest, positive exposure for the student's nonprofit organization. Students will understand what constitutes a dynamic media plan, and how to develop one for their organization that is pitched to the appropriate media source (print, electronic, television). Students will learn how to write press releases that capture the media's attention.

EDLD 535 Models of Participatory Leadership (3)

An investigation of various models of worker-owned organizations such as the Mondragon Cooperatives located in the Basque region in northern Spain. Students visit the Mondragon Cooperative and explore the historical, sociological, and cultural aspects of this organization. Designed to promote an understanding of the social benefits of worker-owned organizations through an in-depth study of employee satisfaction and productivity of the Mondragon free-enterprise model.

EDLD 549 Research Design and Methodology for Leaders (3)

This course is an introduction to research design and methodology for students in leadership studies, which will enable beginning and experienced leaders and managers to design and complete their own research projects while developing the intellectual tools needed to critique research in the leadership discipline or within an area of specialization.

EDLD 550 Leadership Theory and Practice (3)

This course provides an essential and theoretical understanding of leadership and authority and is designed as well to generate personal insights into one's own patterns of response to social forces and skills for leadership. The course has a strong experiential component that continually provides participants with opportunity to test and integrate their learning with experience.

EDLD 551 Human Relations for Leaders (3)

The overall purpose of this course is twofold: 1) to acquaint students with the dynamics of organizational change and the challenges they present for those who hold positions of formal authority and 2) to help students develop the personal skills and discipline necessary to exercise leadership effectively. The course draws on leadership studies, complexity and systems theory as well as insights from the social sciences to develop a theoretical and practical framework for diagnosing and intervening in groups and organizations. The design provides a kind of "laboratory" setting that duplicates to some extent the dynamics that occur regularly in organizations so that participants can test and integrate their learning with actual experiences from the groups and organizations to which they belong.

EDLD 552 School Law for Aspiring Leaders (3)

Students learn about issues concerning the authority, power and liabilities of administrators as well as the legal status of teachers, students, and others involved in the educational program. Course provides prospect school leaders with understanding of how law guides day-to-day decision making in key areas and the consequences for violating policies.

EDLD 553 Instructional Leadership and Supervision I (2)

Focuses on the role of school leaders in shaping a school culture that values teaching and learning as the center of the school's work. Attention is given to the resources and skills needed to lead instructional improvement. Students are required to analyze data through classroom observations and develop an action plan to improve teaching and learning.

EDLD 554 Instructional Leadership and Supervision II (2)

This course continues the work of EDLD 553, focusing on the development of students' capacity to analyze instructional practice and lead improvement of teaching and learning. Students are required to analyze data through classroom observations and develop an action plan to improve teaching and learning. Prerequisite: EDLD 553.

EDLD 555 Leadership and Ethics (3)

Designed to promote an understanding of the philosophical, religious, and civic traditions of leadership as the ethical construct of democratic practice in organizations, institutions and societies. Students gain greater awareness of the contradictions that influence contemporary organizations, especially in U.S. society. Also addresses non-Western views of morality.

EDLD 556 Organizations and Diversity (3)

Using a theory-practice-critique framework oriented toward ethical leadership in public, private and nonprofit contexts, students will analyze the reciprocal nature of beliefs, attitudes, values and behavioral patterns in various microcultures with the personal, interpersonal, institutional and societal context of organizations. Students will examine how oppression in social institutions and organizations explicitly and implicitly shapes the social and political patterns of leadership and management.

EDLD 557 Leadership and Spirituality (3)

The commonalities within all the great spiritual traditions are emphasized in this graduate course. Spirituality is viewed as an orientation that calls for deep involvement in the world, and spiritual practices are considered that enable leaders to reflect on how they go about their daily lives. During a culminating activity, participants share their insights regarding how leadership can elevate the human spirit and inspire actions with the potential for moving the world toward peace and justice.

EDLD 558 School Leadership and the Politics of Education (3)

Prepares students to plan, organize, manage, and evaluate the day-to-day operations of a school, focusing on the development of a safe and productive school culture that supports learning for teachers and students. Candidates learn strategies for working with school stakeholders, sharing decision-making and providing sufficient resources for the diverse needs of students. In developing the instructional leadership capacity of students, the course builds candidates' understanding of, and skill in, responding to the complex political forces that shape organizational life.

EDLD 559 Leadership and Organizational Change (3)

A study of how leadership and change in contemporary organizations are connected conceptually and in practice. Students will study models of organizational change, connect them to models of leadership and management, and learn collaborative skills and behaviors that will help them to be change agents in their organizations and professions. Emphasizes the overarching theme of changing institutions

and our society to help them be more humane and responsive to solving the difficult problems that we face.

EDLD 560 School Law for Practicing Administrators (3)

This course focuses on the preparation of practicing school leaders to apply knowledge of the law to guide day-to-day decision making in their roles as administrators. Participants will develop a deeper understanding of, and ability to apply, state and federal law in areas vulnerable to litigation that are under the purview of the school site leader.

EDLD 561 Leaders Exploring Administrative Possibilities (3)

This course engages participants in initial leadership development prior to entering an administrative credential program. This program provides candidates opportunities to learn more about their leadership capacity in a three day summer institute and continued work from September through March in monthly seminars.

EDLD 564 Supporting Teachers for Instructional Improvement (2)

This course supports the development of leadership knowledge and skills for creating and supporting strategic goals for the improvement of teaching and learning. This job-embedded course focuses on the site-based leadership role and experiences, integrating instructional and leadership theories with educational practice.

EDLD 565 The Dynamics of Race, Gender and Culture in Higher Education (3)

The purpose of this course is to provide students with an opportunity to discuss, reflect and explore issues of power and privilege in relation to their work as leaders in higher education. In this course, students will have opportunities to study and discuss how colleges and universities are responding to the growth of diversity on their respective campuses; critically examine the research related to current challenges in higher education related to diversity; develop a greater appreciation and understanding of their own and other cultural groups; examine and discuss issues of power and privilege using multiple lenses to investigate the impact of these issues in the context of higher education.

EDLD 566 Coaching and Mentoring (3)

This course provides the opportunity for students to acquire a clear understanding of coaching and mentoring as leadership tools. Students will learn coaching skills, become familiar with coaching models, be exposed to a variety of assessment techniques and reflect on ethical and other professional issues in the world of coaching and mentoring. They will also analyze coaching processes and

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Education Sciences

learn fundamental concepts surrounding feedback, delegation and performance improvement.

EDLD 567 Writing for Publication (3)

This course is an intensive writing and research experience designed to introduce students to, and mentor them through the writing, research, revision, and publication or presentation processes. Topics covered include organizing and reviewing the literature; improving grammar, style and mechanics; strengthening presentation skills; and preparing for the publication process. Students read about research and publication, critique and evaluate work done by peers in the course and receive feedback on their writing and research topics from the professor. Prerequisite: Students should bring a draft of an article, thesis, manuscript, or essay to rework as their final course project; alternatively, students can choose to work on portion of their master's thesis or doctoral dissertation to fulfill this requirement, or begin a new manuscript at the professors discretion.

EDLD 570 Human Services Administration (3)

Topics include employee selection, procedures and policies, salary and fringe benefit management, staff appraisal, tenure practices, and non-renewal and dismissal procedures.

EDLD 571 History, Theories and Philosophies of Higher Education (3)

This course is designed to provide students with historical and philosophical contexts for understanding contemporary practices and issues in higher education. Through an understanding of major philosophies of education, students will examine the developmental trajectory of higher education in the United States. The course includes opportunities to explore the complexity of philosophical views and historical events that have shaped the way colleges and universities operate today. Students will shape a personal philosophy of education by identifying the ideologies behind educational systems, curricula, and institutional goals, and by determining which aspects of those ideologies best represent their own values and ideas.

EDLD 572 Leadership and Contemporary Issues (3)

National and global issues requiring leadership are presented as challenges to future leaders: safeguarding oceans, understanding technology and considering the earth's capacity. These issues require courage, commitment, and compassion on the part of leaders, as well as technical knowledge and critical thinking skills in order to transform the potential of today's world into a global community of justice and peace.

EDLD 573 Economics of Education (3)

This course introduces students to the basics of economic analysis and then uses these techniques to examine some of the most important, but least understood policy issues on the national agenda, including human capital theory and the returns to education; educational labor markets and the factors that influence them; how local schools are funded and the voucher movement; trends in college and university pricing; market failure and the governmental provision of student loans; and the increasing grant-loan imbalance in higher educational finance.

EDLD 574 Leadership Development for Women (3)

The psychological literature related to women's development of self is discussed against the background of women in history and in society as a foundation for topics related to the development of leadership for women. Special topics of concern to women as leaders will be explored.

EDLD 575 The Community College (3)

A historical review of the development of community colleges and their relationship to the higher education movement. Includes a study of the philosophy and application of the open-door policy and summary of the functions of community colleges.

EDLD 576 Community College Leadership (3)

Designed to help prepare candidates for administrative positions in community colleges. Topics included the nature and purposes of community colleges; their assets, problems, issues, practices and innovations; faculty relations, collective negotiations and professional development; and possible future developments. Finances, governance and administrator-board relations are also discussed.

EDLD 577 Higher Education Policy (3)

This course examines contemporary higher education public policy issues and provides a general introduction to the policymaking process in the United States. This process will be examined from multiple perspectives, including those from within the university as well as those from without. At all levels, key participants will be identified and their behavior analyzed to understand the importance of structural incentives embedded in the process. To develop the skills necessary to do this sort of high-level policy analysis, students will learn how to research and write policy briefs and analyses based on real, contemporary problems in higher education.

EDLD 578 Higher Education Administration (3)

An introduction to the management of public and private colleges and universities, this course will explore the nature of academic governance, patterns of decision

making among middle- and senior-level academic administrators, as well as the challenges involved in shared authority. Leadership philosophies of prominent educational leaders will be examined, as well as campus mission statements, administrator-board and public relations, local and state policy issues, and the role of administrators in creating a campus culture that nurtures diversity, equity, and access.

EDLD 580 Consulting to Groups (3)
This course provides practical and experiential training in consulting to small groups. It is especially geared to building the capacity needed to mobilize groups and organizations undergoing rapid change or experiencing significant turmoil by enhancing students' ability to match content, technique, context, and delivery.

EDLD 582 Survey Research Methods (3)
This course will instruct students on how to conduct and critically evaluate survey research. The course will explore various survey methods such as mail questionnaires, telephone interviews, face-to-face interviews, and will develop key principles in developing surveys.

EDLD 583 Special Topics I (1)
This series of seminars address the critical operational issues of school leadership, providing candidates with the opportunity to develop their understanding of such areas as school counseling, teacher evaluations, conflict management, school site-based budgeting and personnel policies and procedures.

EDLD 584 Special Topics II (1)
This series of seminars address the critical operational issues of school leadership, providing candidates with the opportunity to develop their understanding of such areas as school counseling, teacher evaluations, conflict management, school site-based budgeting and personnel policies and procedures.

EDLD 585 Leadership for Change (3)
This course provides participants with opportunities to examine theories of leadership and authority; to study and analyze the dynamic forces (both conscious and unconscious) that influence the life of groups and organizations; and to identify and evaluate their own assumptions and behaviors related to the exercise of leadership and authority.

EDLD 588 Diversity and the Preparation of School Leaders (2)
This course examines the concept of diversity from multiple perspectives, investigating the impact of issues of power and privilege in relation to candidates' work as instructional leaders, and developing candidates' knowledge, skills and self-reflective practice.

EDLD 590/593 Leadership Internship M.A. (3/3)
Field placement for M.A. in Leadership Studies students in a new organizational role not previously mastered, under the guidance of an effective educational leader and supervised by a USD faculty member.

EDLD 591/592 Leadership Internship Doc (3/3)
Field placement for doctoral students in a new organizational role not previously mastered, under the guidance of an effective educational leader and supervised by a USD faculty member.

EDLD 595 Thesis Supervision (1-3)

EDLD 597P Practicum in School Administration I (3)
This intensive field-based residency experience integrates the theory and knowledge of the program coursework with the experiential learning through practice. The practicum supports the development of candidates' knowledge, skills, and dispositions through practical experience with instructional leadership, operational management, and work with community stakeholders. Candidates meet routinely in triads with their supervising principal and university supervisor to discuss the candidate's progress toward achieving leadership standards. Placements will be selected to ensure a learning environment that supports candidate learning in the critical areas of site leadership.

EDLD 598P Practicum in School Administration II (3)
This intensive field-based residency experience integrates the theory and knowledge of the program coursework with the experiential learning through practice. The practicum supports the development of candidates' knowledge, skills and dispositions through practical experience with instructional leadership, operational management and work with community stakeholders. Placements will be selected to ensure a learning environment that supports candidate learning in the critical areas of site leadership.

EDLD 599 Independent Study (1-3)
Independent study usually involving a research paper or project. Requires approval from program director.

EDLD 600 Leadership Theory and Practice (3)
This course provides an essential and theoretical understanding of leadership and authority and is designed as well to generate personal insights into one's own patterns of response to social forces and skills for leadership. The course has a strong experiential component that continually provides participants with opportunity to test and integrate their learning with experience.

Leadership and
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EDLD 601 Organizational Theory and Change (3)
A critical review of classical and contemporary organizational theories and an examination of several models of organizational change. Strategies for facilitating change are also examined.

EDLD 602 Leadership, Inquiry and Research I (3)
This course provides students with a cognitive map of the current leadership studies field. It does this by having (a) alternative conceptions of leadership, (b) alternative conceptions of knowledge, (c) the relationship between different notions of leadership and different views of knowledge, and (d) the implications of all of the above for doing research in Leadership Studies.

EDLD 603 Ethics and Leadership (3)
The values dimension of leadership behavior. Within the context of the Judeo-Christian tradition, students discuss and develop ethical standards of behavior for leaders. Case studies give students the opportunity to clarify their own ethical standards.

EDLD 604 Policy-Making Processes (3)
This course provides students with a basic understanding of different models of making and implementing policies in complex organizations, public and private. Case studies are used to analyze various policy making processes. Skills used by leaders and collaborators to make policies that change their organizations are discussed.

EDLD 605 Adult Development (3)
An examination of the conceptual frameworks that attempt to describe and explain adult development and their implications for leadership. Students refine their own evolving philosophy of leadership as they seek to understand the meaning of central concepts related to self and relationships.

EDLD 606 Leadership Inquiry and Research II (3)
Students focus on the expansion of the scholarly writing repertoire while beginning the exploration of literature in their specialization areas. Students begin to define future professional goals and a tentative research agenda. Course requirements include a substantial written paper and oral presentation demonstrating the ability to review and analyze the literature in a professional area of interest. Prerequisite: EDLD 602

EDLD 607 Applied Statistics and Quantitative Research Methods (3)
Students examine a variety of quantitative research designs and select data collection and statistical analysis procedures appropriate to each design. Students interpret statistical computer output.

EDLD 608 Qualitative Research Methods (3)
The underlying philosophy of qualitative research, the type of research questions this method addresses, and an overview of the major qualitative methodologies. Assignments provide guided practice in data collection, analysis, and presentation of research, moving gradually toward more complex qualitative methodologies. Students acquire beginning skills in qualitative research and are able to critically evaluate qualitative studies in the literature.

EDLD 609 Evaluation: Theory and Practice (3)
Designed to develop an understanding of the evaluation process and skills needed by evaluators. Students review models of evaluation and examine strategies for conducting effective evaluations of organizations, programs and personnel.

EDLD 610 Dissertation Seminar (3)
A course to assist doctoral students who are ready to write their dissertation proposals. Students must have a firm topic for their research since they will write drafts of the three sections of their proposals and finish the course with a proposal that is ready for review by their dissertation committees. Prerequisites: All Leadership Studies doctoral core and research courses, 12 units of electives and completion of Part A of the Advancement to Candidacy process.

EDLD 612 Advanced Qualitative Research Methods (3)
This course is divided into two main sections, one focusing on procedures associated with more or less traditional notions of qualitative research. Students will read and discuss texts and articles about qualitative methods and critique examples of both traditional and less conventional approaches to qualitative studies. In addition, a major assignment will be to design and execute a small qualitative study. Students will be expected to employ the data generated from their research to produce a number of different products. Prerequisite: EDLD 608.

EDLD 613 Advanced Quantitative Research Methods (3)
This course provides students with the analytical tools necessary to conduct doctoral-level quantitative research and requires them to complete and present an empirical project. Topics covered include multiple regression analysis, binary choice models, and time series analysis. Prerequisite: EDLD 607.

EDLD 695 Dissertation (1-9)
Doctoral candidates must maintain continuous enrollment until the dissertation is completed. Only the grade of pass is awarded for this course, which is individually guided by the dissertation chair and committee members.

LEARNING AND TEACHING PROGRAM

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

EDUC 500 Research Design and Methodology (3)

EDUC 500 is an introduction to research methods with an emphasis on methods of reflective, practitioner-directed inquiry. The course includes a focus on action research aimed at improvement of professional practice in leadership, teaching and counseling. The course also surveys quantitative methods and logic in the social sciences to prepare professionals to access and critically consume traditional research findings to support and extend their own inquiries. The political implications of traditional and practitioner driven research models are discussed.

EDUC 501 Family, School and Community Partnerships (3)

This course focuses on the structure, common elements, and impact of successful and effective family, school, and community partnerships. It is designed to encourage the development of teachers' and other educators' awareness of students' family and community histories, funds of knowledge and sociocultural capital, and it requires close examination of attitudes, misconceptions, and expectations that impact relationship building with families and communities. This course exposes candidates to different types of home-school-community partnerships, current knowledge on community-based frameworks, and programs serving families who traditionally do not participate in schools. Additionally, this course facilitates and guides the analysis and development of instructional approaches and programs that foster relationship building, communication, student achievement, and families' knowledge of the school/classroom curricula and educational system.

EDUC 505 Discourse, Schooling and Learning Communities (3)

This course is designed for both master's and doctoral students in literacy who already have some understanding of sociocultural theories of language and learning and who wish to construct a deeper understanding of the role that discursive interaction plays in teaching and learning (i.e. who wish to explore the dialogic and socially situated aspects of semiotic mediation). Course readings include studies informed by anthropology, linguistics, psychology, and sociology and are conducted from a social constructivist perspective that views learning as participation in social contexts. Three shared course texts have been selected to provide an introduction and overview of the theories and methods of discourse analysis. Additionally, students will have the opportunity to choose to participate in one of two inquiry groups.

EDUC 507 Action Research I (1)

This course focuses on the nature of action research and the identification of problems for inquiry in schools.

EDUC 508 Action Research II (2)

This course focuses on methods of data collection to help candidates initiate research projects in their classrooms.

EDUC 509 Action Research III (1)

This course treats data analysis and reporting. During the summer semester candidates present their completed action research projects as a culminating project.

EDUC 510 Cognition and Learning (3)

This advanced course in educational psychology focuses on recent advances in theories of learning and motivation and their practical implications for teaching. This course encompasses key cognitive and developmental studies on human cognition and learning. Students will critically discuss research and contemporary debates on cognitive processes, learning, memory, reasoning, problem-solving, developmental mechanism, cognitive styles, motivation, and the socio-cultural foundations of learning, as well as other essential topics in human cognition and learning with an emphasis on the implications for educators and educational researchers.

EDUC 511 Educational Reform (3)

Explores school reform and restructuring from the perspective of the federal, state, district, school and classroom level. Students examine topics related to leadership, pedagogy, and social justice. The course includes a deep investigation into the historical and contemporary purpose(s) of education and the reasons behind the push for increased accountability and school change.

EDUC 512 Measurement and Evaluation in Educational Settings (3)

This course combines current learning theories for diverse students (psychological and developmental) and student assessment measures that are both standardized and performance-based, formative and summative, cognitive and affective. Using assessment to drive instruction provides the diagnostic lens with which to understand student learning in order to effectively differentiate classroom instruction.

EDUC 513 Human Development (3)

This course aims to establish a deep understanding of the cognitive, physical, social, moral, and personality development, and their relationship to learning in an educational context. The emphasis is placed on a holistic understanding of human development, the roles of community, and the socio-cultural foundation of learning. Students will establish an in-depth understanding of

human development from early childhood to adolescence, and consider its implications for educational practices.

EDUC 514 Instructional Technology: Design and Evaluation (3)

An advanced graduate-level computer technology course requiring a working knowledge of computers in education. The emphasis is on design, delivery and evaluation of software as an instructional enhancement for teaching and learning in a variety of instructional settings. Software, multimedia resources and the Internet are explored to equip instructional leaders with the resources and evaluation techniques to enhance learning and teaching. This course meets the state requirements for the graduate-level Clear Teaching credential technology requirement.

EDUC 515 Advanced Theories of Language and Literacy (3)

This course is designed as a core course in the literacy specialization to historically situate our graduate candidates within the literacy research community and promote understanding of literacy theory and practice. The purpose of this course is to explore multiple perspectives on the nature of literacy learning, development and teaching, and prepare teachers to become reflective and critical readers of educational research, policies, and literacy programs. It encourages candidates to critically analyze historical and current theoretical perspectives and research methodologies applied to literacy research including sociocultural perspectives on literacy learning and teaching. Further, it encourages candidates to examine the implications of literacy theories and research for classroom practice, curriculum development and assessment.

EDUC 516 Innovations in Reading and Writing (3)

What do "good" readers and writers do? How can we help students who struggle with academic, print literacy to acquire the same skills, strategies, and habits of mind as students who are successful? In this course candidates draw on social constructivist, sociocognitive and transactional theories to develop answers to these questions. The course is intended for elementary and secondary teachers who want to explore specific teaching strategies designed to help students who struggle with print literacy, and is therefore practice-oriented. Course goals include designing innovative and strategic interventions for students struggling with development of print literacy.

EDUC 517 Multiple Literacies (3)

This course is designed to prepare candidates with the deep theoretical knowledge necessary to understand the complex relationship between forms of literacy and students' school achievement. Most importantly, candidates have the

opportunity to explore ways of applying this understanding to the design of supportive classroom learning contexts. Drawing on research from anthropological, sociological, psychological, and linguistic perspectives, candidates examine socially and historically situated definitions of literacy and of what it means to be literate. How have definitions of literacy changed over time? How is literate behavior identified differently in different social contexts? How might these shifting definitions of literacy and literate behavior contribute to school success and school failure? Additionally, candidates engage in several instructional activities designed to help us connect these readings to their own ways of using multiple forms of literacy. These activities may include: participating in a dance workshop, attending an art museum exhibit, attending a live music performance, and attending a poetry reading (spoken word performance or "slam").

EDUC 518 Teaching Writing Across the Curriculum (3)

An explanation of how the writing process approach can be implemented in every classroom across the K-12 curriculum. Topics include: journals/learning logs, clustering and mapping, the reading/writing connection, assessment of writing, and designing a writing curriculum. This course usually includes teacher presenters who will discuss and share practices for improving student writing.

EDUC 519 Literature for Children and Adolescents (3)

This course introduces a variety of literature for children and young adults, and applies critical perspectives, such as critical literacy, social justice and multiculturalism, to a study of that literature. The course also offers ideas for incorporating literature for children and adolescents in classroom pedagogy.

EDUC 520, 521, 522 Teacher Induction (9)

The Induction course of study extends for the two-year period of the IMPP during which time candidates participate in a series of opportunities to observe, collaborate, and reflect on and apply the California Standards for the Teaching progression, curriculum frameworks, content, and performance stands for the students in their classroom. The content is based on the California Formative Assessment and Support System for Teachers (CFASST). Induction classes are held monthly at various sites in San Diego Unified School District and are planned and presented by BTSA resource teachers.

EDUC 523 Advanced Educational Technology (1)

Participating teachers will build upon the knowledge, skills and abilities acquired during preliminary preparation for the delivery of comprehensive, specialized use of appropriate computer-based technology to facilitate the learning and teaching process.

EDUC 524, 525 Advanced Literacy Instruction (3/3)

Students examine current issues, theory, and practices in elementary or secondary literacy including content-area literacy, teacher knowledge in English language arts, critical literacy, and children's literature. This course is designed to complement and extend district induction activities for new teachers in San Diego Unified School District.

EDUC 526 Advanced Methods of Teaching English Language and Academic Development (3)

This course examines the theoretical perspectives of second language acquisition with a focus on effective practices for literacy and academic language proficiency of English language learners. Participants explore different theories of second language acquisition and strategies for the development of language and academic development in English.

EDUC 528 Advanced Seminar in Teaching Mathematics to Elementary Students (2)

This course focuses on extending teachers' understanding of current reforms in mathematics education, expands teachers' abilities to use effective and appropriate teaching strategies that promote equity and accessibility for all students, and enriches teachers' abilities to teach for true mathematical understanding. Enfolded into this course is the investigation of rich mathematical tasks and the forming of productive mathematical learning communities.

EDUC 529 Language, Literacy and Culture (3)

This course highlights the perspective of teachers as border crossers and "cultural workers" (Freire, 1998). It provides a foundation in the intersection between language, literacy, and culture and its impact on educational practices by exposing candidates to relevant theory and research, and an in-depth experiential learning component in an international context (e.g., Mexico, Brazil, Spain, etc.). It encourages teachers to reflect upon and develop their own insights about the interactions between culture, language, literacy and schooling, and how they promote or interrupt processes that lead to educational equity and teaching for social justice. Candidates are expected to reflect on their own cultural understandings, expectations and social positionings. This course also focuses on culturally sensitive curriculum and instruction, and ways in which teachers can bridge students' and families' cultural practices and funds of knowledge into the curriculum, as well as develop positive, two-way relationships with families.

EDUC 530 Critical Literacy, Popular Culture and Media Studies (3)

This course examines literacy through several critical lenses, including school-based perspectives. The course explores, for example, how issues of power, access and success/failure relate to social and culturally based literacy practices. It will also consider pedagogical implications, such as the ways in which teachers can support students in learning how to be critical consumers of popular culture and the media.

EDUC 531 Issues in Adult Development in ESL (3)

This course examines the theories of adult development as it relates to learn new languages and cultures. Candidates understand the psychology of adults learning in communities different from their own. Candidates will identify the educational challenges this population faces and their implications for personnel working with these learners.

EDUC 532P Curriculum and Methods of Teaching in Secondary Schools (3)

This curriculum methods course emphasizes teaching techniques, writing of instructional objectives, lesson planning, assessment, and classroom management. A 50-hour practicum is required.

EDUC 534P Methods of Teaching Reading in Secondary Schools (3)

This course explores theories and practices in the learning and teaching of literacy, with a focus on supporting reading across secondary subject areas. Discussions include sociocultural theories of reading, adolescent literacy, design of literacy learning activities and assessments, and use of literature across disciplines. Course requirements include a 50-hour practicum at an appropriate site, which offers the opportunity to teach and to work closely with students on literacy skills and concepts. Prerequisites: Prior or concurrent enrollment in EDUC 530 and 531, and formal admission to credential program or consent of program director. Course meets CCTC reading requirement for single-subject teaching credentials.

EDUC 535 Curriculum Design and Evaluation (3)

In order to be effective, instruction must be designed to foster enduring understanding of the core concepts of a discipline. This course will take students through the process of designing and implementing an effective unit of study appropriate to their area of interest. Students will identify goals worthy of enduring understanding, craft essential questions to frame the unit, design formal, informal and project-based assessments, and develop lessons and instructional activities to engage students in the process of constructing deep understanding of the unit concepts.

Leadership and Education Sciences

EDUC 536 Curricular Innovations (3)
A course focusing on teacher-initiated curricular changes with emphasis on independent student techniques, the nature of creativity and methods of program design.

EDUC 537 Adolescent and Children's Literature and GLBTQ Communities (3)
This course explores issues related to gender, sexual orientation and the heteronormativity in schools and society. Adolescent and children's literature, poetry, film and music relating to identity, majority culture influences, social movements and historical contexts will be used to investigate issues related to sexual orientation. What does it mean to be a gay/lesbian, bisexual, or transgender person? What is the atmosphere of acceptance and safety for all students? How can we promote peace and justice within and among groups? These and other questions will be addressed in order to promote knowledge and understanding of micro-culture.

EDUC 538 Instructional Theories and Practices (3)
This course examines a range of contemporary instructional theories and practices including non-directive education, constructivism, technology-based instructional design, social cognitive approaches, critical pedagogy and the pedagogy of liberation. Course participants will investigate and critique each of these theories, evaluating the effectiveness of the practice and the appropriateness of its use in a variety of settings. In addition, participants will critically reflect on their own classroom practices, identifying the approaches commonly used and assessing their effectiveness. As a culminating project, course participants will design and implement a series of lessons grounded in one of the theories highlighted in the course.

EDUC 539 Advanced Pedagogy for Secondary Teachers (3)
This course is a study of secondary instructional practices with particular emphasis on strategies specific to the content area of each teacher. From a review of practices, we will construct a framework for decision making about instruction for individual differences and diversity. Practical suggestions for modifying and adapting curriculum, instruction and evaluation will be investigated. Seminar with content specialists will strengthen best practices for teaching and learning in San Diego City Schools.

EDUC 540 Introduction to Language and Linguistic Analysis (3)
Candidates will gain an awareness of the structure and nature of language and the process of linguistic analysis. Candidates will also become acquainted with

phonological, morphological, syntactic and sociolinguistic concepts affecting pedagogical methods and language learning as it applies in and out of the classroom settings in college/university, adult education, and language learning programs abroad.

EDUC 541 Second Language Acquisition and Development (3)
Candidates will learn theories, research and apply concepts on language learning and practice to facilitate the development of a second language in a variety of educational settings. Individual, socio-cultural, political and pedagogical factors affecting the acquisition of language will be examined. Fifteen hours of field experience required.

EDUC 542 Psychological Foundations and Teaching Models in Bilingual Classrooms (3)
The course examines the theory and practice of sociocultural and psychological aspects of education for children from Spanish-speaking backgrounds. Among the topics covered are history, politics, legal issues, bilingual program models, Latinos in the United States, parent involvement and the development of biliteracy. Includes eight hours of field experience in bilingual classrooms. Taught entirely in Spanish, this course is required for the BCLAD authorization.

EDUC 543 Methods for Teaching Literacy in ESL (6)
This course is designed to provide candidates with the theory and practice of pedagogy in ESL, including assessment, curricular approaches, strategies, and activities in different educational contexts. Candidates will have opportunities to develop effective lesson plans to address the needs of students at different language proficiency levels for listening, speaking, reading and writing (including grammar) of adult ESL learners. Field Experience: 40 hours (of community service learning) tutoring one-on-one, teaching small groups and teaching whole group in English as a second language literacy programs.

EDUC 544 Technology in TESOL (3)
This course is designed to expose candidates to pedagogical approaches to language learning and teaching using technology. Students will understand how to use different tools to enhance learning environments where students and teachers explore, create and communicate using technology to develop language proficiency in oral, reading and writing in ESL.

EDUC 545 Language Politics, Policies, and Education (3)
This course is designed to help students analyze the complexity of language politics and policies from global,

national, and local perspectives as they relate to K-16 education. Educators must understand the links between language, power and social justice. In this course, students will examine and begin to consider the roles of schools and responsibilities of educators to create language education approaches and policies that are democratic in nature, specifically with respect to English learners in the United States.

EDUC 546 Teaching English as a Foreign Language (3)

This course examines pedagogical, organizational and socio-cultural issues that teachers may encounter when teaching in countries other than the United States. Candidates will identify alternative pedagogical and attitudinal strategies to effectively function in educational settings that vary in terms of organizational structures, type of programs, curriculum content, materials and resources available, space limitations, size of classes, type of students and educational needs of their pupils.

EDUC 547 Development and Evaluation of TESOL Programs (3)

Candidates will learn theories, research, and apply concepts for assessing the different components of programs for ESL learners in a variety of educational settings. Candidates will acquire the knowledge, skills, and dispositions for developing effective ESL curriculum and programs in college and adult education in North America and language learning programs abroad. The course also reviews the theory and application of assessment of ESL students for placement and instructional purposes.

EDUC 548 Special Topics in ESL (3)

This course addresses a variety of topics that are relevant to teaching English as a second or foreign language. The goal is to increase the candidates' knowledge, skills and dispositions in an area that is currently regarded as important to prepare effective educators/leaders in the field.

EDUC 549F TESOL Capstone Seminar (3)

In this field experience students have the opportunity to bring theory into practice and demonstrate they have acquired the knowledge, skills and dispositions to develop and implement effective instruction for ESL literacy development in real contexts that fit their interest. The seminar is designed to support the candidates' field experience where methodology, cultural, linguistic, behavioral and organizational issues among other topics are addressed. Culminating Field Experience: 50 hours.

EDUC 550 Distance Education (3)

One of the most significant developments in education in the past century has been the expansion of distance education. This course will familiarize students with the historic and conceptual foundations of distance education and will provide students with opportunities to examine theories and applications of distance education in educational and training settings. The course will introduce participants to key concepts and principles that drive the design of effective distance learning and students will experience participating in online instructional events. A variety of distance teaching technologies will be utilized to demonstrate the possibilities and implications of their use for distance instruction. The course will incorporate both synchronous and asynchronous technologies for the delivery of course content, presentations and class activities. Students will explore tools for online collaboration including blogs, wikis, e-portfolios, Web pages and open source content management systems. Topics covered include communications, technology, delivery systems, instructional development for distance education and program quality assessment.

EDUC 553 Curriculum and Programs in Character Education (3)

The purpose of this course is to enable candidates to examine the historical development of character education programs in the U.S., to investigate research findings about selected programs, to examine character education programs in state and local school districts, to assess commercial curricula and programs and to examine best practices using a specific set of standards. Another purpose is to assist candidates in planning, organizing, implementing and evaluating character education curricula and programs in a school and community.

EDUC 554 Character-based Discipline (3)

This course will enhance candidates' knowledge and skills in fostering the social-emotional growth of students. It will examine effective school and classroom disciplinary polices and practices based on the school's core values and investigate ways to promote civility and citizenship (community service learning) in schools and in homes. It will also introduce candidates to several effective character-based discipline plans such as the "Raising Responsibility Plan," "Win-Win Discipline," "Second Chance," and "Discipline With Dignity."

EDUC 555 Leadership in Character Education (2) (Summer Session)

The main purpose of this course (academy) is two-fold: to offer candidates the opportunity to interact with leaders in character education; and to examine the leadership roles of teachers, administrators, counselors and others in implementing, maintaining and evaluating character education at the school-site and in school districts.

EDUC 556 Instructional Strategies in Character Education (3)

This course examines several instructional strategies that have been found effective for teaching character development. Among the strategies to be studied are those that relate to literature-based programs, the importance of language, cooperative learning, teaching for thinking, conflict resolution and parental involvement. The course also offers candidates the opportunity to examine the research on each of these strategies and to evaluate the effectiveness of these strategies for meeting their school and program expectations.

EDUC 560 Technology for School Leaders (1)

This course develops candidates' technology skills and knowledge relevant to school leadership. Candidates will learn to communicate effectively using technology and to use technology to support their professional practice as leaders of teaching and learning.

EDUC 561 Structured Mentoring I (1)

This course supports the work of the candidate in partnership with a mentor principal who provides coaching and support. In this structured weekly work with their mentor, candidates examine and develop their leadership style, reflect on their individual practice, identify target areas at their site needing growth and support, discuss operational issues and use hard and soft data to develop strategic plans for improving student achievement.

EDUC 562 Structured Mentoring II (1)

This course supports the work of the candidate in partnership with a mentor principal who provides coaching and support. In this structured weekly work with their mentor, candidates examine and develop their leadership style, reflect on their individual practice, expand target areas at their site needing growth and support, discuss operational issues and use more intensely hard and soft data to develop strategic plans for improving student achievement. Prerequisite: EDUC 561.

EDUC 563 Structured Mentoring III (1)

This course supports the work of the candidate in partnership with a mentor principal who provides coaching and support. In this structured weekly work with their mentor, candidates examine and develop their leadership style, reflect on their individual practice, expand target areas at their site needing growth and support, discuss operational issues and use more intensely hard and soft data to develop strategic plans for improving student achievement. Prerequisites: EDUC 561 and EDUC 562.

EDUC 564 Cross-Cultural Communication (3)

In an increasingly interconnected global society, learning to think differently about ourselves in a border context, making crossings and connections, reflecting on our own position and power and articulating a vision of social justice have become necessary civic skills. This course is intended to provide students with the skills to become educational border crossers who move beyond stereotyping and the tourist's gaze to deeply engage with culturally diverse populations.

EDUC 565 Mentoring and Support/Adult Learning I (2)

This course focuses on providing consistent and strong support for school-site leaders leading schools in improving teaching and learning for all students. The course is structured around the development and implementation of an induction plan that frames the competencies, skills and knowledge essential to school leaders. Rooted in adult-learning theory, the course links theory, research and practice in supporting teachers for instructional improvement.

EDUC 566 Mentoring and Support/Adult Learning II (2)

This course focuses on providing consistent and strong support for school-site leaders leading schools in improving teaching and learning for all students. The course is structured around the development and implementation of an induction plan that frames the competencies, skills, and knowledge essential to school leaders. Rooted in adult-learning theory, the course links theory, research and practice in supporting teachers for instructional improvement. Prerequisite: EDUC 565.

EDUC 570 Contemporary Issues, Trends, and Research in Mathematics, Science and Technology Education (3)

Emerging issues, trends and research in the teaching of mathematics, science and technology will be discussed and analyzed. Students will be required to form implications for practice as they synthesize information from the course.

EDUC 571 Curriculum Design and Evaluation in Math/Science/Technology (3)

Beginning with an overview of why teaching for and assessing understanding can be both challenging and critically important in math, science and technology education, this course will offer experience in designing and evaluating a curriculum unit based on the design elements of the backward design framework.

EDUC 572 The Psychology of Mathematical Thinking (3)

Students will learn diverse psychological theories and research on mathematical thinking and discuss the educational implications from multiple perspectives.

EDUC 573 Advanced Seminar in Mathematical Content (3)

The extent of teachers' knowledge of mathematical content is a prominent issue in educational reform. In this course students will establish a firm understanding of advanced mathematical concepts that will ground teaching in a solid base of subject-matter knowledge.

EDUC 574 Pedagogical Processes for Science Educators (3)

Students explore best practices in classroom for science-concept development, standards achievement, lab and field safety, assessment techniques and innovative pedagogies. Teaching and learning strategies are evaluated along with the selection, production and use of instructional materials.

EDUC 575P Elementary Curriculum Methods for Special Educators (3)

This course is designed to provide candidates with subject-specific pedagogical knowledge and skills in the following areas: mathematics, science, history-social science, the visual and performing arts and physical education. In each major subject area candidates learn to use appropriate research-based instructional strategies and materials to plan and implement instruction that fosters student achievement of state-adopted academic content standards, and to interrelate ideas and information within and across the major subject areas. Emphasis is placed on insuring that all students meet the California state content area standards and federal No Child Left Behind mandates. Field Experience: 30 hours structured practicum required in an elementary setting. Single-subject candidates may substitute the appropriate course substitution for EDUC 375/575 if it meets required competencies covered in this course. A course substitution form must be on file for a substitution.

EDUC 576 Advanced Seminar in Science Content (3)

In this course students will establish a firm understanding of advanced scientific concepts in biology, chemistry and physical science that will ground teaching in a solid base of subject matter knowledge.

EDUC 577 Mastering New Technologies (3)

A laboratory-based experience that will increase students' ability to make decisions in adopting technologies, trouble-shooting, maintaining and sustaining technology in the classroom. Students analyze and assess software, develop user surveys for design of long-term strategic technology plans and learn basic repair and technical assistance techniques.

EDUC 580 Master's Capstone Seminar (3)

Candidates will design and implement an original research project and present findings in both a written format and an oral presentation.

EDUC 581C Multicultural and Philosophical Foundations of Education (3)

Philosophical, sociological and historical foundations of multicultural education will be examined. Community service learning is required.

EDUC 582 Psychological Foundations of Education in a Diverse Society (3)

This course focuses on the psychological and social development of children and adolescents. There is a practical focus on applying principles of development, learning theory and motivation to K-12 teaching. Eight hours of classroom observation are required.

EDUC 583P Methods of Teaching Reading and Language Arts in Elementary Schools (3)

This course is designed to support candidates in developing an orientation to language arts instruction in elementary education settings that is informed by current theory and research and is consistent with the California Reading/Language Arts framework. Through course readings, class lectures, analyses of cases, discussions, a 50-hour, field-based practicum and the construction of their own case study of a developing reader, candidates develop understanding of a repertoire of approaches which constitute a balanced approach to language arts instruction. Specifically, the course is designed to support candidates in understanding four broad domains of literacy instruction: (1) the phonological, sociolinguistic, and socially mediated aspects of literacy development, (2) planning, organizing, and implementing literacy instruction that is informed by ongoing assessment and meets the needs of diverse learners, (3) supporting learners acquisition of comprehension strategies and skills and (4) supporting learners' development of oral and written language skills.

EDUC 584C Methods of Teaching English Language and Academic Development (3)

Explores different theories of second language acquisition and strategies for the development of language and academic development in English. Includes the development of socio-cultural skills to work with linguistically diverse learners and their families, literacy assessment for English language learners, and strategies for literacy development in a second language and for specially designed academic instruction in English,

including the adaptation of curriculum and instruction. Service learning is required.

EDUC 585P Elementary Curriculum Methods (6)
An interdisciplinary examination of effective teaching strategies for and research related to teaching mathematics, science, social sciences and visual and performing arts. Students will review appropriate curriculum materials including the California Frameworks. A 50-hour practicum is required.

EDUC 590P Student Teaching for the Multiple Subject Credential (10)
Supervised teaching in selected classrooms of participating school districts. Assignments are full-day for one university semester. Candidates are required to attend and participate in a two-hour student teaching seminar that meets approximately seven times. Prerequisite: Successful completion of all professional credential coursework. For other requirements please consult the director of field experience. Fee: $200.

EDUC 590S Student Teaching Seminar for the Multiple Subject Credential (2)
Students are required to take this 2-unit seminar concurrent with EDUC 590P– Student Teaching for the Multiple Subject Teaching Credential. Seminar meetings are mandatory and include reviews of instructional strategies and pedagogical competencies designed to support students with their student teaching experience. Specific time and date are announced each semester by the director of field experience.

EDUC 591P Student Teaching for the Single Subject Credential (10)
Supervised teaching in selected classrooms of participating school districts. Assignments are full-day for one school district semester. Candidates are required to attend and participate in a two-hour student teaching seminar that meets approximately seven times. Prerequisite: Successful completion of all professional credential coursework. For other requirements please consult the director of field experience. Fee: $200.

EDUC 591S Student Teaching Seminar for the Single Subject Subject Credential (2)
Students are required to take this 2-unit seminar concurrent with EDUC 591P – Student Teaching for the Single Subject Teaching Credential. Seminar meetings are mandatory and include reviews of instructional strategies and pedagogical competencies designed to support students with their student teaching experience. Specific time and date are announced each semester by the director of field experience.

EDUC 592 Assessment of Instructional Competencies (8)
Designed for the full-time, non-credentialed teacher. Individual arrangements are made with the program director. Prerequisites: Admission to the program and completion of all professional preparation courses except student teaching.

EDUC 593 Assessment of Bilingual Cross-Cultural Competencies (8)
An inservice assessment of the bilingual/cross-cultural competencies usually acquired and/or demonstrated in coursework and student teaching in the bilingual/cross-cultural credential program; deficiencies are identified and remediation prescribed. Prerequisite: Permission of the program adviser and the program director.

EDUC 595 Thesis Supervision (1-6)
Students should refer to page 48 and meet with their adviser to discuss the details of this requirement.

EDUC 598P Practicum in Character Education (1-2)
Practicum opportunities for candidates to work in schools and/or communities taking leadership roles in character education. Possibilities include teaching units, leading staff development, implementing school-wide plans, or participating in community projects.

EDUC 599 Independent Study (1-3)
Independent study usually involving a research paper or project. Requires approval from department chair.

SPECIAL EDUCATION
Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

EDSP 550 Early Intervention with Infants and Children who are Deaf or Hard of Hearing – Birth to Three Years Old and Their Parents (3)
This course provides theory and practical application in early intervention for teachers of children who are deaf or hard of hearing, birth to three years old. Family-centered early intervention for children who have been diagnosed with a hearing loss requires an understanding of typical and atypical infant development, knowledge of a variety of appropriate assessments, strategies for guiding parents in natural settings as well as center-based programs, coordination of services for children with additional challenges, an understanding of participating in interdisciplinary teams, the ability to foster interagency collaborations and skills to help families from diverse backgrounds. Students will demonstrate an understanding of the impact of a diagnosis of a very young child on the entire family. They will become knowledgeable about current

theory, practices and legal requirements to support families with infants and toddlers who are deaf and hard of hearing. This course also prepares students to participate in practicum activities in future coursework.

EDSP 550F Early Intervention Fieldwork with Infants and Toddlers who are Deaf and Hard of Hearing and Their Parents (3)

This course serves as the fieldwork component to ESDP 550 Early Intervention with Infants and Children who are Deaf and Hard of Hearing: Birth to Three and Their Parents, which is a prerequisite to this course.

Following up on the theoretical discussions and observations of the first course, students will gain hands-on experience assessing and teaching in both center-based and one-to-one settings with parents and infants and toddlers from diverse backgrounds. Students will integrate, plan, and apply their learning from a variety of courses into direct, guided interactions with parents and their infants and toddlers.

Children with multiple challenges, with different levels of hearing loss, and children who are using a variety of communication modes are included in the caseload of families who will participate in this experience. Opportunities to work alongside and collaborate with experienced parent-infant teachers of the deaf, audiologists, psychologists and child development specialists are provided.

Students will meet regularly as a group and individually with the instructor for follow-up and evaluation of their experiences.

EDSP 551 Audiology: Diagnostics in Infants and Children who are Deaf or Hard of Hearing (2)

This course will focus on development of an understanding of audiology as it relates to the child with a hearing loss. An introduction of anatomy and physiology will be followed by information on behavioral hearing testing of infants and young children and interpretation of audiograms. The fundamentals of objective tests such as Tympanometry, Otoacoustic Emissions and Auditory Brainstem Testing will also be presented.

EDSP 552 Foundations of Speech for Individuals Who Are Deaf and Hard of Hearing (1)

This course provides a foundation in the theory of the acoustic basis for speech perception. The student will be able to 1) label the major anatomical structures responsible for speech production, 2) determine what speech sounds are accessible by evaluating an audiogram using knowledge of speech acoustics, 3) categorize phonemes and 4) transcribe speech using IPA.

EDSP 553 Educating Infants, Children and Youth who are Deaf and Hard of Hearing: Multiple Perspectives (3)

This course provides an introduction to the education for children and youth with a hearing loss, ages birth to 21. It is designed to promote an understanding of the multiple perspectives in deaf education. Topics include history of deaf education, current research and trends, issues in deaf education, professional resources and their application to today's child who is deaf or hard of hearing.

EDSP 554 Language Development with Infants and Children who are Deaf and Hard of Hearing (3)

This course is designed to develop an understanding of the nature of language and how it develops in typically developing children and children with a hearing loss, ages birth to five years. The more the hearing professional understands about how language develops in children with and without challenges, the more informed their judgments about language programming for children with hearing loss will be.

This course will begin with the nature of language, what we understand about it, how the theoretical perspectives about language acquisition has changed over the years, how these changes have influenced research and language programs for children who are deaf or hard of hearing. With this foundation, the course will explore: a) theories that address the development of language in typical children, b) the descriptive data that outlines language processes and growth in very young children and c) how young children who are deaf or hard of hearing can acquire language in a developmental manner.

EDSP 555 Curriculum Strategies in Early Childhood Settings for Children who are Deaf and Hard of Hearing: Theory and Practice (4)

This course is designed to develop an understanding of educational theories as a basis for creating learning environments that best meet the needs of preschool children, 3 to 5 years of age. Students will also develop an understanding of the service delivery process and placement for preschool children with hearing loss.

EDSP 556 Working with Families of Infants and Children who are Deaf and Hard of Hearing (2)

This course is designed to increase special education majors' knowledge about how to work with families who have a child with special needs, with emphasis on families who have a child with a hearing loss. This course will include readings, class discussions, lectures, demonstrations, role plays, an ethnographic case study of a selected family; observation in parent support groups; parent guest speakers; parent mentors; students' written reflections about families' experiences; an understanding of the role of the teacher in

perceiving and understanding these issues, working collaboratively with families and issues relating to diversity.

EDSP 557 Auditory-Verbal Principles of Teaching Speech and Auditory Skills to Individuals Who Are Deaf and Hard of Hearing (3)

This course provides an introduction to theory and methods in developing and remediating speech and auditory skills in individuals with hearing loss, from birth to age 21. The student will be able to assess and teach speech production and speech perception, through knowledge of the acoustic basis for speech. Daniel Ling, Ph.D., created auditory-verbal methods of teaching speech, which form the basis for the theoretical concepts and practical speech teaching strategies used in the course.

EDSP 559 Curriculum Strategies in Academic Settings for Children and Youth who are Deaf or Hard of Hearing: Theory and Practice (3)

This course is designed to build on students' knowledge of curriculum theories and strategies in the general education setting and apply them to children and youth, from diverse cultural and linguistic backgrounds, who have hearing losses. Whether children are included in a general education setting for all of their academic instruction or in more restrictive educational environments, teachers of the deaf and hard of hearing need to be well versed in the challenges associated with all areas related to the K-12 curriculum and classroom instruction for this population. This course addresses learning theory and pedagogical knowledge for the purpose of helping children with hearing losses achieve content knowledge in all areas of the curriculum, including language arts, mathematics, social studies and science. The course will focus on supporting parents, general education teachers, paraprofessionals and other team members on how to use community resources and technology to promote the development of children's learning and thinking.

EDSP 560 Language, Literacy and Instruction for School-Age Children and Youth who are Deaf and Hard of Hearing (3)

This course is an extension of EDSP 554 Language Development for Infants and Children who are Deaf and Hard of Hearing. We will examine and apply language development principles to school-age children with an emphasis on children whose hearing loss is late identified, or who are delayed in the development of a language system. Issues related to cultural differences, assessment and planning as part of the IEP process, language acquisition in both special-day classroom and individual-therapy settings, transition into the mainstream and general education curriculum, outcomes related to sign language, cued speech, and the role of families will be discussed. We will explore how all this information can be applied in settings where a variety of communication modes are employed. In exploring the options available, we will try to develop general principles that can guide professionals when working with a school-age child (K-12) with a hearing loss.

EDSP 568 Audiology: Amplification in Infants and Children who are Deaf and Hard of Hearing (2)

This course will focus on development of an understanding of amplification as it relates to the child with a hearing loss. Participants will become familiar with the fitting, use and care of hearing aids, cochlear implants and assistive listening devices. Issues related to classroom acoustics and wide-area listening systems will also be discussed.

Prerequisite: EDSP 551 Audiology: Diagnostics in Infants and Children who are Deaf and Hard of Hearing.

EDSP 570 Assessment in Special Education (3)

General survey of standardized and informal assessment related to identification, placement, planning and performance monitoring regarding individuals with special needs. Criteria for becoming competent assessors of at-risk students and consumers of test results in terms of IFSP, IEP, and ITP decision-making teams. Case studies and review of standardization in regard to public law, nondiscriminatory practices and district multidisciplinary teams provide a framework for making valid assessment decisions. Attention is given to techniques required to ensure nonbiased assessment. Students will administer formal assessment tests, construct, administer and evaluate informal assessments.

EDSP 571 Management of Behavior and Instruction in Special Education (3)

Helping teachers and students learn to identify, manage, and monitor their own behavior and the behavior of others across learning settings and social situations is emphasized. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across preschool to high school settings where individuals with mild, moderate and severe handicaps are receiving instructional services. Collaborative project focuses on functional analysis and positive behavior intervention planning.

EDSP 572 Typical and Atypical Language Development (3)

This is a survey course that explores normal and abnormal development of communication skills (hearing, speech and language) from birth to adulthood. The normal stages of language development from birth through adulthood are presented to serve as a framework for discussing language and communication delays, disorders, differences and loss. English as a second language, language handicapped, special education categories and development lags are highlighted in the course. Focus on augmented language devices and technology resources as part of the course assignments.

EDSP 573 Family Systems and Community/ Cultural Resources in Special Education (3)

This course is designed to provide students with the skills required to work effectively with the families of children and youth with disabilities and with the network of service providers and community agencies with which these families interact. Focus will be on understanding family coping processes, development of communication and problem-solving skills, active listening, utilization of parent interview techniques in family assessment and methods for accessing educational and developmental service delivery systems. There will be a very strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy and development of cooperative intervention programs.

EDSP 574 Characteristics and Needs of Individuals with Mild/Moderate Exceptionality (3)

Identification and distinction of characteristics that qualify an individual for mild and moderate special education services according to federal and state law. Implications for birth through adulthood instructional, social, and behavior enhancement of abilities of individuals explored from research and practical implication perspectives. An action research component focuses on the role technology can play in facilitating inclusive participation in the home, school and community.

EDSP 575 Curriculum and Instruction for Individuals with Mild/Moderate Exceptionality (3)

Focus is on curriculum and instruction planning and delivery that addresses the individual needs of students with mild to moderate exceptionality that maintains the integrity of age appropriate state content area standards. Theory, practice and research are integrated into activities designed to provide education specialists with a multiplicity of approaches for working with students, paraeducators, general educators and ancillary professionals across the spectrum of inclusive education options. This course stresses the development and implementation of individual educational plans (IEPs) and individual transition plans (ITPs). A 20-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required.

EDSP 576 Typical, Atypical and Medical Development (3)

This course provides an overview of typical and atypical human growth and development. The content includes discussion of potential "at-risk" factors that result from prenatal and per-natal medical and health problems. The examination of children's development will consider relevant cultural perspectives. Students will develop the skills necessary to support individuals with physical and medical needs such as specialized feeding, suctioning, catheterization, positioning and handling.

EDSP 577 Early Intervention Curriculum and Methods (3)

This course develops the skills necessary to provide quality intervention for young children with special developmental needs from birth to five years of age. Includes a review of philosophies of early intervention, curricula resources and intervention models and strategies. Assignments promote opportunities to simulate a variety of intervention techniques, and to think critically about how relationships, environments and materials affect a child's experience of intervention. Class discussions and assignments expand on information provided in assigned readings and acquired through field experience. A 20-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required.

EDSP 578 Curriculum and Instruction Moderate/Severe (3)

This course looks at curriculum, behavior, communication skills and the needs of individuals with moderate to severe disabilities. It focuses on implications and methods of assessment and curriculum development for individuals who are moderately, severely, or profoundly mentally retarded or have multiple disabilities. Included is information on curriculum adaptation, self-advocacy and residential services. This course discusses positive behavior intervention planning and communication skill strategies, which allow individuals with moderate to severe disabilities to participate in inclusive education settings. A 20-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required.

EDSP 589 Healthy Environments and Inclusive Education (3)

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

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can be met in general education settings. Strategies for adapting instruction for individuals with disabilities are stressed. Site visits to five schools are required. Course requires site visitations to five different types of settings serving individuals with special needs.

EDSP 590P Practicum Mild/Moderate (total 6)*
Supervised field-based teaching in settings serving individuals with mild to moderate disabilities. Candidate demonstrates level of understanding related to knowledge, skills and dispositions required of an education specialist. A candidate must clearly demonstrate application of teaching, assessment, collaboration and planning skills aligned with the Council for Exceptional Children Standards for Beginning Teachers. Competency must be demonstrated in relation to referral, assessment, IEP/ITP/BIP process, instruction, program, instructional and materials modification, consultation, co-teaching, teacher inservice, behavior planning and intervention. This is a full-day semester-long commitment. Candidates must attend mandatory seminar classes related to practicum experience and the development of their state required Individual Induction Plan each and every semester they are enrolled in a Special Education practicum course. Prerequisite: Candidates must file the formal Petition to Enroll in Special Education form and submit and successfully pass the Midpoint Portfolio Review by the special education faculty the fall or spring semester prior to the practicum. Policies and procedures are outlined in the Graduate Candidate manual and the filing date will be announced to all candidates via their official USD e-mail address. Contact your Special Education program adviser and/or the field placement coordinator during the first month of the fall or spring term in which you are requesting practicum approval for details. Fieldwork Fee: $200.

*Traditional candidates enroll in a 6-unit practicum for their primary credential. Candidates completing a second education specialist credential enroll in a 3-unit practicum. Interns must enroll in at least 1 unit of practicum every semester under approved USD/District Intern contract and must complete a minimum of 6 units.

EDSP 591P Practicum Early Childhood (total 6)*
Candidate participates in a supervised Early Start and district special education preschool program. Increasing responsibility as an early interventionist or teacher is expected. Experiences include supervised field experience in both home-based and center/classroom-based settings. Any candidate who cannot document substantial experience in a typical early intervention program will also need to participate in at least one program that is considered to be a natural environment. A candidate must clearly demonstrate application of teaching, assessment, collaboration and planning skills aligned with the Council for Exceptional

Children Standards for Beginning Teachers. Competency must be demonstrated in relation to referral, assessment, IEP/ITP/BIP process, intervention, program, instructional and materials modification, consultation, co-teaching, teacher inservice, behavior planning and intervention. This is a full-day semester-long commitment. Candidates must attend mandatory seminar classes related to practicum experience and the development of their state required Individual Induction Plan each and every semester they are enrolled in a Special Education practicum course. Prerequisite: Candidates must file the formal Petition to Enroll in Special Education form and submit and successfully pass the Midpoint Portfolio Review by the special education faculty the fall or spring semester prior to the practicum. Policies and procedures are outlined in the Graduate Candidate manual and the filing date will be announced to all candidates via their official USD e-mail address. Contact your Special Education program adviser and/or the field placement coordinator during the first month of the fall or spring term in which you are requesting practicum approval for details. Fieldwork Fee: $200.

*Traditional candidates enroll in a 6-unit practicum for their primary credential. Candidates completing a second education specialist credential enroll in a 3-unit practicum. Interns must enroll in at least 1 unit of practicum every semester under approved USD/District Intern contract and must complete a minimum of 6 units.

EDSP 592P Practicum Moderate/Severe (total 6)*
Supervised field-based teaching in settings serving individuals with moderate to severe disabilities. Candidate demonstrates level of understanding related to knowledge, skills and dispositions required of an Education Specialist. A candidate must clearly demonstrate application of teaching, assessment, collaboration and planning skills aligned with the Council for Exceptional Children Standards for Beginning Teachers. Competency must be demonstrated in relation to referral, assessment, IEP/ITP/BIP process, instruction, program, instructional and materials modification, consultation, co-teaching, teacher inservice, behavior planning and intervention. This is a full-day semester-long commitment. Candidates must attend mandatory seminar classes related to practicum experience and the development of their state required Individual Induction Plan each and every semester they are enrolled in a Special Education practicum course. Prerequisite: Candidates must file the formal Petition to Enroll in Special Education form and submit and successfully pass the Midpoint Portfolio Review by the special education faculty the fall or spring semester prior to the practicum. Policies and procedures are outlined in the Graduate Candidate manual and the filing date will be announced to all candidates via their official USD e-mail address. Contact your Special Education program adviser and/or the Field

Placement coordinator during the first month of the fall or spring term in which you are requesting practicum approval for details. Fieldwork Fee: $200.

*Traditional candidates enroll in a 6-unit practicum for their primary credential. Candidates completing a second education specialist credential enroll in a 3-unit practicum. Interns must enroll in at least 1 unit of practicum every semester under approved USD/District Intern contract and must complete a minimum of 6 units.

EDSP 593F Field-Based Induction Plan (1)

This course is required of all Level II Professional Education Specialist candidates. Within 120 days of signing a district contract under a Level I Education Specialist credential a candidate must enroll in a university program of study and develop his or her professional Individual Induction Plan. This course provides the vehicle for development and monitoring of the IIP and serves to focus a candidate's program of study through the completion of the Level II Education Specialist credential.

EDSP 593P Practicum in Auditory-Verbal Therapy (4)

This is an advanced course in auditory-verbal therapy, building on the theory and practice from the prerequisite course, EDSP 557 Auditory-Verbal Principles of Teaching Speech and Auditory Skills to Individuals Who Are Deaf and Hard of Hearing. The goal of the course is to allow students to practice an auditory-verbal diagnostic teaching model. Students will administer assessments in phonetic and phonologic speech, receptive and expressive language, and auditory skills to school-age individuals. From the assessments, students will choose targets in each area, write lesson plans, choose appropriate materials and integrate goals in each area into a content-based theme, using literature as a core. Parent skills will also be assessed to plan for parent participation, guidance and education in the lab.

EDSP 594 Advanced Behavior Analysis and Positive Behavior Supports (3)

This advanced seminar for Advanced Level II Professional Education Specialist focuses on theoretical approaches to effective intervention with children and youth who exhibit significant emotional and behavioral control needs. Topics include applied behavior analysis, techniques to facilitate positive behavioral support, medical interventions, behavior crisis management, behavior measurement, data-based decision-making, instructional modifications and collaboration with families and mental health professionals.

EDSP 594F Field-Based Advanced Behavior Analysis and Positive Behavior Supports (1)

This is an action research field-based course. Level II Professional Education Specialist candidates work with a Special Education faculty member to develop a

comprehensive behavior support plan that is based on research-based procedures and strategies. The skills developed and demonstrated in the project are based on functional assessment of an individual with challenging behaviors including the following components: S-R-C data, expanded S-R-C, quality of life analysis, functional analysis, (including communicative functions), hypothesis development, hypothesis testing data, identification of alternative behaviors, behavioral instruction plan and implementation data.

EDSP 594P Practicum in Early Childhood for Children who are Deaf and Hard of Hearing (1)

This course is the practicum companion for Curriculum Strategies in Early Childhood Settings for Children who are Deaf and Hard of Hearing: Theory and Practice.

This practicum is designed to develop the candidate's standard-based knowledge, skills, and disposition regarding educational theories in creating learning environments that best meet the needs of preschool children, 3 to 5 years of age. Candidates will be responsible for creating and implementing early childhood curricula in the practicum setting. Candidates will also meet for seminar classes associated with the practicum.

The focus of the practicum experience is on curriculum, and instructional planning and delivery that addresses the individual needs of students who are deaf and hard of hearing in early childhood settings. Theory, practice and research are integrated into activities designed to provide education specialists with multiple strategies for working with students, parents, paraeducators and ancillary professionals in early childhood settings. This course stresses the implementation of individual educational plans (IEPs).

A seminar class is required as part of the practicum experience, to help the candidate prepare lesson plans, activities and implementation of the practicum.

EDSP 595 Leadership and Management Skills (3)

This advanced seminar for Advanced Level II Professional Education Specialist in the area of Early Childhood Disabilities assists candidates in developing program philosophies and plans that reflect a family-centered approach to early intervention services, developmentally appropriate practices, transdisciplinary team-building and community collaboration. Focus will be on supervision of paraprofessionals, funding resources, laws and regulations for implementing programs, program monitory and evaluation. Candidates will be expected to be involved in supervising, evaluating and providing staff training, to work effectively with paraprofessionals and collaborate with the community.

EDSP 595F Field-Based Leadership and Management Skills (1)

This is an action research field-based experience course. Advanced Level II Professional Education Specialist in the area of Early Childhood Disabilities work with a Special Education faculty member to conduct assessment and prepare an action plan related to supervision of paraprofessionals, funding resources, laws and regulations for implementing programs, program monitory and evaluation.

EDSP 595P Practicum in Elementary School Teaching for Deaf and Hard of Hearing (4)

This course is a practicum experience in teaching children who are deaf and hard of hearing in elementary school settings. The focus is on a systematic sequence of observations, applications, and evaluations of various pedagogical approaches in a variety of settings with various types of children who are deaf and hard of hearing. The candidate plans instruction for the class based on state-mandated content area standards.

Theory, practice and research are integrated into activities designed to provide D/HH education specialists with a multiplicity of strategies and techniques for working with students, paraeducators, general educators and ancillary professionals across the spectrum of education options. This course stresses the implementation of individual educational plans.

The course also includes seminar classes related to the practicum experience.

EDSP 596 Assessment for Curriculum Decisions (3)

This advanced seminar for Advanced Level II Professional Education Specialist focus on investigating research evidence strategies that enhance the performance outcomes of students with mild to moderate disabilities. Discussion, readings and research are designed to expand the knowledge and skill base of advanced level candidates related to assessment and curriculum planning. The diversity of cultural, linguistic and intrapersonal variance amongst students with special needs investigated helps candidates in their own teaching and support of other special and general educators. Consideration will be given to complex cases from mild/moderate classrooms that require unique approaches to assessment and curricular modification. Assignments and course content will facilitate each candidate's effort to meet the goals set forth in his or her professional Individual Induction Plan.

EDSP 596F Field-Based Assessment for Curriculum Decisions (1)

This is an action research field-based course. Level II Professional Education Specialist candidates work with a Special Education faculty member to develop a comprehensive model for assessment for curriculum

decisions related to the California Content Standards. Research evidenced focuses on content enhancement and effective instruction best practices. The culminating project integrates the research concepts into a comprehensive course, unit and lesson project that uses formative assessment from P-12 setting to design and implement an instruction model that meets the mandates of the No Child Left Behind legislation.

EDSP 597F Field-Based Research in Special Education (1)

This seminar and its accompanying field component involves the study of the major types of educationally related research from the perspective of a consumer of research for application to one's professional setting. This seminar involves an interactive approach to reading, analyzing and planning research design applicable to special areas of interest to the student. Topics include a survey of current and emerging theories research related to education of children or youth with disabilities, methods of data collection, treatment, critical analysis of reported research, guidelines for preparation of research projects, ethical issues and protection of human subjects criteria.

EDSP 598 Education Specialist Roles and Responsibilities (3)

This advanced seminar for Advanced Level II Professional Education Specialist focus on the roles and responsibilities of the Education Specialist as a consultant, coordinator, team builder, manager, in-service provider and parent educator. Focus will be on the development of effective communication skills and techniques for collaborative decision making, conflict resolution and problem solving. Candidates investigate staff development in terms of assessment, design and delivery of information to adult learners.

EDSP 599 Independent Study (1-3)

Independent study usually involving a research paper or project. Requires approval from program director.

MARITAL AND FAMILY THERAPY PROGRAM

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

MFTS 500 Research in Family Therapy (3)

The course teaches students to be effective consumers of research so that they can use the research literature to enhance their clinical knowledge. The course introduces students to research concepts, quantitative and qualitative research designs, statistics and other issues common to family therapy research. Findings from the family therapy research literature are examined.

MFTS 523 Family Therapy Theories I (3)

Students are exposed to the fundamental assumptions and ideas of general systems theory and the basic premises of the various theoretical orientations within the family therapy field. Family Theories I covers Structural Family Therapy, Strategic Family Therapy, Solution-Focused Therapy, Narrative Therapy, Internal Family Systems Therapy and integrative models.

MFTS 524 Family Therapy Theories II (3)

Students are exposed to the fundamental assumptions and ideas of general systems theory and the basic premises of the various theoretical orientations within the family therapy field. Family Theories II covers Cognitive-Behavioral Family Therapy, Bowen Family Systems Therapy, Contextual Family Therapy, and a variety of experiential family therapies, including Symbolic-Experiential Therapy, Emotionally-focused Therapy and the work of Virginia Satir.

MFTS 528 Psychopathology (3)

An examination of the developmental factors that lead to the emergence and maintenance of various psychological and interpersonal disorders. Emphasis is on developing skills in recognizing inappropriate and maladaptive behaviors and in selecting appropriate techniques for counseling and referral. The course focuses on integrating psychopathology and family diagnosis.

MFTS 529 Ethical and Legal Issues in Family Therapy (2)

An examination of the most important areas of legal and ethical concern to marriage and family therapists and other mental health practitioners in California. Among the topics covered are: confidentiality; psychotherapist-patient privilege, child, elder, and dependent adult abuse, reporting laws, treating dangerous patients, treating minors with and without parental consent, dual relationship issues, selected areas of family law, licensing law and regulations, scope of practice issues, and ethical standards of the MFT profession.

MFTS 532 Diversity and Family Therapy (1)

Issues related to various ethnic and cultural backgrounds are examined, including the influence of minority characteristics, racism and discrimination in the therapeutic process. Emphasis is placed on the interplay between social issues and the therapeutic process.

MFTS 533 Family Studies (3)

This course uses a systemic framework to examine various topics central to families and their development across the lifespan. The course examines a wide range of topics important to understanding family functioning such as: the family life cycle, family stress theory, family violence, mate selection, divorce, diversity in family types, cross-cultural comparisons of families, religion and families, children and families and socioeconomic factors. The course emphasizes the clinical application of the concepts.

MFTS 541 Assessment and Treatment of Child/Family Problems (3)

The study of the major methods used to assess and treat child and adolescent problems from an integrated systemic-developmental perspective. The treatment of both normative and non-normative developmental problems in children and adolescents is emphasized.

MFTS 542 Psychological Testing and Evaluation (2)

The course introduces students to psychological tests that are commonly used to evaluate individual functioning in a number of domains such as cognitive, social, academic and occupational functioning. Students also learn when to make a referral for psychological testing and how to interpret the results from a psychological evaluation. Prerequisite: MFTS 500 or its equivalent.

MFTS 543 Developmental Psychopathology (3)

This course presents key concepts and theories in child and adolescent development. The course addresses both normative development and developmental psychopathology. Developmental concepts are discussed in relationship to the family context and how these concepts can inform clinical work with children and families. Prerequisite: An undergraduate course in human development.

MFTS 544 Psychopharmacology (2)

An introduction to medication and its use in treating mental disorders. Students learn how medications function in managing mental disorders and the positive and negative effects of these medications on human functioning. A psychoeducational perspective is used to integrate the family systems perspective with biological considerations. Prerequisite: MFTS 528 or its equivalent.

MFTS 545 Families, Systems, and Health (1)

An introduction to the practice of family therapy within a medical setting. Physician-therapist relationship issues are addressed. Other topics covered include wellness and chronic illness, patient compliance, and family beliefs about illness.

MFTS 546 Couples and Sex Therapy (3)

The study of the major methods used to assess and treat couple problems, with an emphasis on sexual issues and the treatment of sexual disorders. Both behavioral and non-behavioral methods and strategies are presented. Prerequisite: MFTS 524 or its equivalent.

Leadership and Education Sciences

MFTS 570 Treatment of Drug and Alcohol Problems (2)
A critical evaluation of the complex and sometimes contradictory information available in drug and alcohol abuse treatment. A biopsychosocial model of organization is presented along with both individual and family assessment, diagnosis and treatment techniques.

MFTS 595P Practicum in MFT 1 (5)
In the didactic portion of the course, issues relevant to the beginning clinician are addressed including refinement of interviewing skills and the application of treatments to specific problems. Students also receive group supervision and individual supervision based on either videotaping or live observation of their work.

MFTS 596P Practicum in MFT 2 (1)
Issues relevant to the treatment process are covered including client-therapist match, resistance and change, assessment, treatment planning and the self of the therapist. Students also receive group supervision and individual supervision based on either videotaping or live observation of their work.

MFTS 597P Practicum in MFT 3 (5)
Issues relevant to the involvement of schools, protective services and other groups and agencies during the treatment process are covered. Students also receive group supervision and individual supervision based on either videotaping or live observation of their work.

MFTS 598P Practicum Extension (1)
This course provides continuing group supervision for students who need to complete a substantial number of clinical hours after completing three semesters of Practicum.

In addition to the 49 units of courses, seven seminars in Continuing Education are required for the MFT program. EDUC X-571, X-572, X-574, X-577, and X-578 are required. Students select two additional courses from EDUC X-573, X-575, or X-576.

EDUC X-571 Child Abuse (.5 EU)
The course discusses the physical and behavioral indicators of child abuse in its various forms. Legal and ethical standards for reporting child abuse are reviewed.

EDUC X-572 Gender Issues in Family Therapy (1 EU)
Gender issues and their impact on societal norms and values, the development of problems and the process of therapeutic intervention are examined.

EDUC X-573 Group Therapy in Family Therapy (1 EU)
The ability to work with groups is increasingly becoming an essential skill for family therapists. This course will provide a survey of types of groups in clinical practice. Students will be exposed to a variety of group experiences to enrich their understanding of group structures and dynamics.

EDUC X-574 Domestic Violence (1 EU)
This intensive seminar teaches students about various aspects of family violence, with particular emphasis on domestic violence. Assessment and treatment modalities for both short- and long-term consequences of abuse are surveyed.

EDUC X-575 Special Topics in Family Therapy (1 EU)
The content of this seminar will rotate from year to year depending on student interest and the availability of respected presenters in the greater San Diego area.

EDUC X-576 Self of the Therapist Seminar (1 EU)
This "experiential learning" seminar focuses on the student's own family experiences and the impact of these experiences on the student's work as a clinician.

EDUC X-577 Professional Issues in Family Therapy (1 EU)
This seminar addresses contemporary issues that affect the profession of marriage and family therapy as well as issues that affect the professional lives of family therapy clinicians. Topics such as making and responding to referrals, interacting with other mental health professions, working in a managed care environment, résumé writing and job hunting skills are addressed.

EDUC X-578 Spiritual Issues in Family Therapy (1 EU)
Spiritual issues and their impact on the treatment of marital and family therapy problems are examined. The importance of individual and family spiritual development in its various forms is emphasized.

PROFESSIONAL DEVELOPMENT CLASSES FOR TEACHERS

Courses listed in the EDU 500-599 series are graduate-level extension classes that can fulfill professional development and salary-hurdle requirements for K-12 teachers. Please Note: these classes are not applicable for degree or credential credit at USD. Teachers are advised to check with their host institution for degree acceptability.

Information regarding tuition and fees for extension classes is available from the Division of Continuing Education, (619) 260-4585.

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, Clinical
  Master's and R.N. Programs

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.

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Mary-Rose Mueller, Ph.D., R.N.

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Patricia Roth, Ed.D., R.N.

Linda Urden, D.N.Sc., R.N., F.A.A.N.

Mission Statement

The Hahn School of Nursing and Health Science is a community of progressive scholars in an intellectually rigorous, research intensive environment.

We educate graduate level nurses to optimize health, promote healing, and alleviate suffering through reflective practice, knowledge generation, service to the community and leadership at local and global levels.

We seek to deepen our commitment to social justice by influencing health policy and by promoting an ethical approach to nursing characterized by compassion and respect for the dignity of the individual.

Programs

The Hahn School of Nursing and Health Science offers the following graduate programs:

- Doctor of Philosophy (Ph.D.)

- Master of Science in Nursing (M.S.N.)
  Specializations include the Generalist M.S.N.-Clinical
  Nurse C.N., Adult Nurse Practitioner (A.N.P.), Family
  Nurse Practitioner (F.N.P.), Pediatric Nurse Practitioner
  (P.N.P.), Adult Clinical Nurse Specialist (A.C.N.S.),
  and Executive Nurse Leader. (E.N.L.)

- Master's Entry Program in Nursing (M.E.P.N.) for
  individuals with baccalaureate or higher degrees in
  another discipline, seeking a new career in nursing with
  an M.S.N..

- Accelerated R.N. to M.S.N., which combines B.S.N.
  and M.S.N. program requirements (for registered
  nurses only)

- M.S.N./M.B.A. Joint Degree with the School of Business
  Administration

- Post-M.S.N. Certificate Programs, with specializations
  for A.N.P., F.N.P., P.N.P., and A.C.N.S.

- Post-Master's Executive Nurse Leader

- Post-Certification Nurse Practitioner Programs for
  master's-prepared nurse practitioners to obtain
  certification in another specialty area; available areas are
  A.N.P., F.N.P., P.N.P., and Gerontological N.P..

Accreditation

Programs offered by the Hahn School of Nursing and
Health Science are accredited by the Commission on
Collegiate Nursing Education (CCNE).

All courses in the School of Nursing and Health
Science carry Board of Registered Nursing Continuing
Education units for R.N. relicensure.

Financial Aid Programs for Nursing Students

**Please contact the Hahn School of Nursing and
Health Science for application materials.**
Professional Nurse Traineeships, Graduate Tuition Assistance
Programs, Nurse Faculty Federal Forgivable Loans, and other
federal programs and scholarships are available.

Private Scholarships

Scholarships available through the Hahn School of
Nursing and Health Science are based on merit and need.
Special scholarships are provided through the H.N. and
Frances C. Berger Foundation, Loretta Breyer, Edward and
Gretchen Cairns, Yvonne Carteron, Mary Jane Charleton,
Danvera Foundation, the Donald C. and Elizabeth M.
Dickinson Foundation, Mary Gresko, Ethel M. Horsch,
Douglas and Betsy Manchester, Elizabeth Mottet, Dr.
James Orwig, Dr. Irene Sabelberg Palmer, Dr. Janet A.
Rodgers, Pearl and Natalie Surkin, the Stallard Trust,
Cathleen K. Wilson, Julie I. Wilkinson and Kaye and
Richard Woltman Scholarships as well as the university
Deans' Graduate Scholar awards, and the School of
Nursing Dean's Research Scholar awards.

Private Loan Funds

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

Doctor of Philosophy Degree

MISSION STATEMENT

The Ph.D. program is based on the belief that nursing is a science, that nursing scholars must receive doctoral preparation to develop as scientists and that doctoral education is best accomplished in a milieu in which faculty and students participate in a partnership of inquiry.

The Ph.D. program is designed to prepare beginning level nurse scientists who think critically, conduct research and serve as investigators and collaborators on research teams. Graduates of this program develop leadership skills to influence health policy and promote social justice at local, national and global levels.

PROGRAM OVERVIEW

To achieve expertise as beginning level nurse scientists, students are educated and Socialized for their roles both didactically through course work, seminars and tutorials and experientially through research assistantships, collaboration with faculty mentors and independent research. Students receive a strong foundation in scientific inquiry with a focus on a clinically relevant area for scholarship and research. The program requires a minimum of 48 units of course work. Required courses primarily focus on nursing science and research. Students select 9 units of emphasis courses to support the focus or design of their dissertation. The program offers a concentration in clinical nursing research, executive leadership or knowledge transmission of the discipline of nursing. Six units per semester is considered full time enrollment, with additional offerings in the intercession and summer session. The Ph.D. degree may be completed in 3-4 years.

GENERAL REGULATIONS

1. Residency Requirement
   Students must fulfill this requirement by enrolling in:

   1. 12 units of on-campus doctoral coursework during a 12-month period, OR

   2. 6 units of on-campus doctoral coursework during each of two consecutive Summer sessions.

2. Transfer of Credit
   (See also *Transfer of Graduate Credit*, page 44)
   Students may transfer up to 12 units of post-master's work with approval. Extension credit is not transferable.

3. Admission to Candidacy
   Admission to candidacy (not equivalent to admission to the program) is achieved when the student has an approved dissertation proposal.

4. Time Limit
   Candidates are allowed a maximum of five years between their admission to candidacy and completion of their dissertation.

ADDITIONAL REQUIREMENTS FOR ADMISSION DOCTOR OF PHILOSOPHY DEGREE

SEE PAGES 34 - 36 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTER	Fall
APPLICATION DEADLINE	March 1
MINIMUM GRADE POINT AVERAGE	3.5 (4.0 scale)
STANDARDIZED ADMISSION TEST	Graduate Record Examination (taken within the last five years)
REQUIRED LICENSES	Current Registered Nurse license
ADDITIONAL REQUIREMENTS	Two references completed by doctorally prepared faculty members
	One reference completed by an employer or colleague
	Example of scholarly writing (e.g., thesis, article, paper)
	Personal statement of career, research and scholarship goals
	Brief interview for applicants who meet preliminary selection criteria

Nursing and Health Science

REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY DEGREE PROGRAM OF STUDY

The program of study includes a minimum of 48 units of post-master's coursework that include 12 units for the dissertation. A minimum GPA of 3.0 in degree courses is required.

Note: The Ph.D. program currently is being refined. Modifications may be made in the future. Please refer to the *Program Handbook* and Web site.

I. Core Component (9 units)

Designed to develop analytical abilities and provide the knowledge base and skills requisite to the development of the nurse scholar.

PHDN 601 – Logics of Inquiry (3)
PHDN 602 – Theory Development in Nursing (3)
PHDN 641 – Social, Historical, and Philosophical Bases of Nursing (3)

II. Research Component (18 units)

Designed to enhance the knowledge and skills necessary to develop and implement a program of research.

PHDN 607 – Applied Statistics and Quantitative Research Methods (3)
PHDN 670 – Quantitative Designs in Research (3)
PHDN 673 – Field Methods (3)
PHDN 676 – Advanced Qualitative Research Methods (3)
PHDN 677 – Advanced Quantitative Designs in Research (3)

AND an additional course (3 units) selected by the student and adviser, related to the student's research design.

III. Area of Emphasis (9 units)

Three graduate courses selected by the student and adviser, related to the student's specific research topic.

IV. Dissertation Component (12 units minimum)

The presentation of the proposal and dissertation findings are required. After the completion of 9 units of dissertation, candidates must continue to register for 1 unit each semester to maintain candidacy until the dissertation is finished. See the *Doctoral Student Handbook* for guidelines on producing the dissertation.

PHDN 664 – Dissertation Seminar (3)
PHDN 695 – Dissertation (9)

Master of Science in Nursing

MASTER OF SCIENCE IN NURSING PROGRAM GOALS

The goals of the M.S.N. program are to prepare graduates who:

1. Demonstrate advanced practice based 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 multi-disciplinary 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.
11. Foster activities among individuals and groups that promote health and prevent illness.

MASTER'S ENTRY PROGRAM IN NURSING 20 GOALS

The goals of the MEPN program are to prepare students for registered nurse eligibility at the master's level who are able to achieve the advanced beginner level of nursing practice in the seven domains of nursing practice identified by Dr. P. Benner (1984). By the end of the student's education, they will:

1. Individualize the nursing process to manage and coordinate comprehensive patient care to help heal individuals, families, and clinical cohorts at the point of care incorporating culturally sensitive primary, secondary, and tertiary interventions as needed.
2. Develop and execute generalist nursing roles to meet the changing health needs and maximize the patient's (individuals, families, groups, and populations) participation in their recovery in front-line units such as hospitals, outpatient clinics, home health, community or public health, and school-based settings.

3. Assess individuals and families to anticipate risks, design and implement plans of care, provide support, and oversee care delivery and outcomes for a specified group of patients or specialty populations
4. Assist patients to integrate the implications of illness and recovery into their lifestyles
5. Demonstrate cultural sensitivity and appropriateness in patient teaching and coaching
6. Integrate strategies for clinical assessment and management, risk anticipation and risk assessment to design and implement safe medical and nursing care;

evaluate and revise plans of care in collaboration with colleagues and health care providers
7. Identify and manage a patient crisis at an advanced beginner level until assistance is available
8. Demonstrate advanced beginner clinical expertise with clinical assessment, management, evaluation, recovery, discharge planning, and rehabilitation of patients within specialty population.
9. Demonstrate skill competency with invasive and non-invasive clinical tasks
10. Identify and prevents the clinical sequelae of immobility.

ADDITIONAL REQUIREMENTS FOR ADMISSION MASTER OF SCIENCE IN NURSING DEGREE

SEE PAGES 34 - 36 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Fall and Spring	(Program Specific – See Below)
APPLICATION DEADLINES	Fall Only:	Master's Entry Program in Nursing (M.E.P.N.) Nov. 1
		Master of Science in Nursing (M.S.N.) All Nurse Practitioner Specialties Post-Master of Science in Nursing All Nurse Practitioner Specialties March 1
	Fall or Spring:	Master of Science in Nursing (M.S.N.) Adult Clinical Nurse Specialist Executive Nurse Leader Post-Master of Science in Nursing Adult Clinical Nurse Specialist March 1 for Fall Nov. 1 for Spring
		Accelerated R.N. – Master of Science in Nursing March 1 for Fall Nov. 1 for Spring
STANDARDIZED ADMISSION TEST		Graduate Record Examination (taken within the last five years) required for applicants to the Master's Entry Program in Nursing (M.E.P.N.)
		The Graduate Record Examination is recommended but not required for applicants to the M.S.N. and accelerated R.N.-M.S.N. programs
REQUIRED LICENSES		Current California Registered Nurse license (not applicable for M.E.P.N.)
ADDITIONAL REQUIREMENTS		Please check the Hahn School of Nursing and Health Science Web site for additional program specific requirements (www.sandiego.edu)

Nursing and
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11. Assess and intervene to decrease pain and improve quality of life.

12. Assume responsibility for the delegation and oversight of care deliver by other staff on a daily basis.

13. Collaborate with and advocate for culturally diverse consumers and colleagues in the delivery of innovative health care services

14. Evaluate research, implement evidence-based practice, and use quality improvement strategies to ensure consistency of clinical care and improved outcomes

15. Utilize past educational, life, and professional experiences to synthesize theoretical and empirical knowledge as a basis for professional nursing practice and leadership

16. Apply clinically and culturally appropriate information technology to promote quality health care.

17. Identify and participate in the implementation of clinical research for best practice.

18. Provide leadership in implementation evaluation of guidelines, professional standards and policies that affect patient care.

19. Assume responsibility and accountability for legal and ethical practice.

20. Demonstrate awareness of global factors, including global environments and human cultures, as they influence health and health care delivery.

GENERAL REQUIREMENTS FOR THE MASTER OF SCIENCE IN NURSING DEGREE

1. Course and GPA Requirements

All candidates for the M.S.N. degree must complete a minimum of 30-71 semester-hours of graduate credit depending on the area of specialization. A minimum GPA of 3.0 must be maintained in all program coursework. A minimum grade of "B-" is required in all lab, practicum and residency courses that are not graded on a pass/fail basis. A minimum grade of "B-" is also required in the clinical component of M.E.P.N. courses. Courses in which a grade lower than "B-" is received must be repeated, and a grade of "B-" or better must be earned before the student may progress to the next clinical management theory and practicum courses in the program.

2. Time Limits

All students are expected to complete their programs within six years after initial enrollment.

3. Professional Liability and Malpractice Insurance

All students must maintain professional liability and malpractice insurance while enrolled in their programs.

4. Transfer and Waiver of Courses

Nursing students who have earned applicable credit at another institution may be permitted to transfer the credit (if not applied to another degree) or waive the required course credit. A maximum of 6 units may be waived or transferred. However, a minimum of 30 units at USD is required for all master's programs in nursing. Core courses and electives may be waived, but waiver of specialty courses requires the additional permission of the specialty faculty.

M.S.N. Programs of Study

Required coursework for the programs that lead to the M.S.N. degree is delineated below. Typical programs of study to illustrate how full-time students, who begin study in fall semester, can progress through the programs are available at www.sandiego.edu.

Subspecialty options are available in the Nurse Practitioner and Adult Clinical Nurse Specialist programs (A-D below). These options require a few additional units of coursework over and above that required for each specialty. Subspecialty courses can satisfy elective units and selective clinical practicum (NPTC 541P) units, in programs where these units are required.

• The Gerontological Subspecialty Option provides an opportunity for students to gain additional knowledge and skills in the care of the frail elderly in skilled nursing, home care, hospice care and rehabilitation

settings, as well as ambulatory care. Adult Nurse Practitioner students who complete this option are eligible to apply for national certification as gerontology nurse practitioners.

Required units:

NPTC 534 – Health Management of the Frail Elderly (3)
NPTC 536 – Frail Elderly Health Management Practicum (2)

• The **Mind-Body-Spirit Health Care Subspecialty Option** is designed to promote the provision of a holistic and integrated approach to primary health care. Students are provided with the necessary knowledge and skills to safely and effectively integrate conventional and complimentary approaches to patient assessment and management.

Required units:
MSNE 516 – Mind-Body-Spirit Health Care (3)
MSNE 517 – Mind-Body-Spirit Health Care Practicum (2)
- The **Latino Health Care Subspecialty Option** is designed
  to foster cross-cultural competency in the care of Latino
  populations, including migrant workers and their families.
  Theory content and clinical experiences related to care of
  vulnerable Latino populations are provided along with
  opportunities to develop Spanish-language fluency.

Required units:
MSNE 542 – Latino Health Care: Sociocultural and
  Family Perspectives (3)
MSNE 543 – Practicum in Latino Health Care (2)

- **Nursing Education Option**
  This option offers didactic and experiential preparation
  to masters' students interested in beginning level
  educator roles in clinical or academic settings. Students
  interested in preparing for the nurse educator role may
  enroll in the following courses.

Required units:
MSNE 532 – Theory of Nursing Education (3)
MSNE 592 – Teaching Practicum (3)

A. ADULT NURSE PRACTITIONER
(Total units: 40)
This curriculum prepares adult nurse practitioners for
advanced practice roles in the provision of primary care
and case management services to individuals and their
families throughout the adult lifespan in a variety of
ambulatory care and long-term care settings. Graduates are
eligible for state N.P. certification and national
certification as adult nurse practitioners.

I. M.S.N. Core (6 units)
MSNC 511 – Theoretical Foundations and Research (3)
MSNC 512 – Leadership in Health Care (3)

II. N.P. Core (15 units)
APNC 503 – Advanced Practice Nursing with Diverse
  Families and Communities (2)
APNC 520 – Pathophysiology (3)
APNC 521 – Health Assessment and Diagnosis (4)
APNC 523 – Pharmacology in Health Management (3)
NPTC 597 – Independent Clinical Practicum (3)

III. Emphasis (19 units)
NPTC 530 – Adult Health Management I (3)
NPTC 531 – Adult Health Management I Practicum (2)
NPTC 532 – Adult Health Management II (3)
NPTC 533 – Adult Health Management II Practicum (2)
NPTC 535 – Management of Adults with Long-Term
  Health Problems (3)

NPTC 537 – Adults with Long-Term Health Problems
  Practicum (2)
NPTC 541 – Selective Clinical Practicum (1)
NPTC 582 – Women's Health Care (2)
NPTC 583 – Women's Health Care Practicum (1)

Subspecialty Options Available
- Gerontology
- Mind-Body-Spirit Health Care
- Latino Health Care

B. FAMILY NURSE PRACTITIONER
(Total units: 42)
This curriculum prepares family nurse practitioners for
advanced practice roles in the provision of primary care
to individuals and families across the age span in a
variety of ambulatory care settings. Graduates are eligible
for state N.P. certification and national certification as
family nurse practitioners.

I. M.S.N. Core (6 units)
MSNC 511 – Theoretical Foundations and Research (3)
MSNC 512 – Leadership in Health Care (3)

II. N.P. Core (15 units)
APNC 503 – Advanced Practice Nursing with Diverse
  Families and Communities (2)
APNC 520 – Pathophysiology (3)
APNC 521 – Health Assessment and Diagnosis (4)
APNC 523 – Pharmacology in Health Management (3)
NPTC 597 – Independent Clinical Practicum (3)

III. Emphasis (21 units)
NPTC 513 – Behavior and Development: Birth through
  Adolescence (2)
NPTC 514 – Behavior and Development Practicum: Birth
  through Adolescence (1)
NPTC 528 – Health Management of the Child (3)
NPTC 538 – Child Health Management Practicum (2)
NPTC 530 – Adult Health Management I (3)
NPTC 531 – Adult Health Management I Practicum (2)
NPTC 532 – Adult Health Management II (3)
NPTC 533 – Adult Health Management II Practicum (2)
NPTC 582 – Women's Health Care (2)
NPTC 583 – Women's Health Care Practicum (1)

Subspecialty Options Available
- Mind-Body-Spirit Health Care
- Latino Health Care

C. PEDIATRIC NURSE PRACTITIONER
(Total units: 40)
This curriculum prepares graduates who are committed to
meeting the health needs of children from birth through
adolescence and provides students with the knowledge and

skills necessary for pediatric primary care. Graduates are eligible for state N.P. certification and national certification as pediatric nurse practitioners.

I. M.S.N. Core (6 units)
MSNC 511 – Theoretical Foundations and Research (3)
MSNC 512 – Leadership in Health Care (3)

II. N.P. Core (15 units)
APNC 503 – Advanced Practice Nursing with Diverse Families and Communities (2)
APNC 520 – Pathophysiology (3)
APNC 521 – Health Assessment and Diagnosis (4)
APNC 523 – Pharmacology in Health Management (3)
NPTC 597 – Independent Clinical Practicum (3)

III. Emphasis (19 units)
NPTC 513 – Behavior and Development: Birth through Adolescence (2)
NPTC 514 – Behavior and Development Practicum: Birth through Adolescence (1)
NPTC 528 – Health Management of the Child (3)
NPTC 538 – Child Health Management Practicum (2)
NPTC 541 – Selective Clinical Practicum (1)
NPTC 547 – Primary Care of Children and Adolescents with Complex Health Problems (3)
NPTC 548 – Primary Care of Children and Adolescents with Complex Health Problems Practicum (2)
NPTC 549 – Primary Care of Children and Adolescents with Chronic Illness (3)
NPTC 550 – Primary Care of Children and Adolescents with Chronic Illness Practicum (2)

Subspecialty Options Available
• Mind-Body-Spirit Health Care
• Latino Health Care

D. ADULT CLINICAL NURSE SPECIALIST
(Total units: 37)
This curriculum prepares clinical nurse specialists for advanced practice as clinical experts in theory-based and research-based nursing practice within a specialty area. Graduates are eligible for national certification as adult clinical nurse specialists in adult health.

I. M.S.N. Core (6 units)
MSNC 511 – Theoretical Foundations and Research (3)
MSNC 512 – Leadership in Health Care (3)

II. Advanced Practice Core (11 units)
APNC 503 – Advanced Practice Nursing with Diverse Families and Communities (2)
APNC 520 – Pathophysiology (3)
APNC 522 – Advanced Health Assessment (3)
APNC 523 – Pharmacology in Health Management (3)

III. Emphasis (20 units)
ACNS 571 – C.N.S. Practice in Contemporary Health Care (2)
ACNS 572 – Management of Acutely Ill Adult (3)
ACNS 573 – Clinical Nurse Specialist Practicum I (2)
ACNS 574 – Management of Chronically Ill Adult (3)
ACNS 575 – Clinical Nurse Specialist Practicum II (2)
ACNS 576 – Management of Specialty Populations (3)
ACNS 577 – Clinical Nurse Specialist Practicum III (2)
ACNS 596 – Advanced Practicum in Selected C.N.S. Role (3)

Subspecialty Options Available
• Mind-Body-Spirit Health Care
• Gerontological Nursing
• Latino Health Care

E. EXECUTIVE NURSE LEADER PROGRAM
(Total units: 32)
This curriculum integrates nursing, administration and business knowledge and skills in preparing graduates for leadership in client-care services administration within health care organizations. Graduates are eligible for national certification in nursing administration.

I. M.S.N. Core (6 units)
MSNC 511 – Theoretical Foundations and Research (3)
MSNC 512 – Leadership in Health Care (3)

II. Business Core (8 units)
ENLC 500 – Health Care Leadership, Values and Social Justice (3)
GSBA 502 – Statistics for Managers (2)
ENLC 553 – Financial Management in Health Care Systems (3)

III. Emphasis (18 units)
ENLC 554 – Health Care Information Management (3)
ENLC 555 – Resource Management in Health Systems (3)
ENLC 556 – Management of Health System Care Delivery and Outcomes (3)
ENLC 557 – Strategic Planning and Management of Health Systems (3)
ENLC 591 – Administrative Management Practicum in Health Care Systems (3)
ENLC 598 – Independent Practicum (3)

F. JOINT-DEGREE M.B.A./M.S.N.
(Total units: 62) (See Nursing Adviser)
Graduates of this joint-degree program between the Hahn School of Nursing and Health Science and the School of Business Administration receive both the M.S.N. (E.N.L. specialization) and M.B.A. degrees. The curriculum prepares nurse leaders with a unique blend of nursing,

administration, and business skills. Graduates are prepared for senior management or administrative positions in hospitals, corporate offices, ambulatory care agencies, long-term care facilities, the health policy arena, and entrepreneurial ventures. Graduates are eligible for national certification in nursing administration.
• Make application to both M.S.N. and M.B.A. programs
• Plan joint program with the approval of advisers in Nursing and Business Administration
• Observe maximum of six years allowed to complete programs

G. M.E.P.N.-M.S.N. IN CLINICAL NURSING
(Total units: 71)

The M.E.P.N.-Master's Clinical Nursing is designed for individuals with baccalaureate or higher degrees in another discipline who are seeking a new career in nursing. The M.S.N. in Clinical Nursing prepares registered nurses to improve patient care and patient bedside health care delivery. Graduates of this track oversee the care coordination of a distinct group of patients and actively provide direct patient care. This clinician puts evidence-based practice into action to ensure that patients benefit from the latest innovations in care delivery. This clinician also collects and evaluates patient outcomes, assesses cohort risk, and has the decision-making authority to change care plans when necessary. This clinician often functions as the leader of an interdisciplinary team by communicating, planning and implementing care directly with other health care professionals, including physicians, pharmacists, social workers, clinical nurse specialists and nurse practitioners across and within various settings. Upon completion of the program, the graduate receives an M.S.N. and is eligible to sit for the NCLEX licensing exam. These graduates are also eligible to enter any post-master's program to specialize in advanced practice nursing or to pursue a Ph.D. There is a 30-unit M.S.N. in Clinical Nursing for individuals who are already registered nurses. The 71-unit M.S.N. in Clinical Nursing is as follow:

Semester I (Fall) (15 units)
MEPN 521 – Health Assessment [3]
MEPN 533 – Conceptual Bases in Professional Nursing Practice [2]
MEPN 534 – Fundamentals in Nursing Practice [3]
MEPN 535 – Introduction to Pharmacology [2]
MEPN 555 – Nursing Practice with Acutely/Chronically Ill Adults I [5]

Semester II (Spring) (16 units)
MEPN 556 – Nursing Practice with Acutely/Chronically Ill Adults II [6]
MEPN 557 – Nursing Practice with Psych-Mental Health Clients [4]
MSNC 512 – Leadership in Health Care Systems [3]
ENLC 554 – Health Care Informatics [3]

Semester III (Summer) (13 units)
APNC 503 – Diverse Families (2)
MSNE 545P – Care of Families Practicum (3)
MEPN 558 – Nursing Practice with Mothers and Infants [4]
MEPN 559 – Nursing Practice with Acutely/Chronically Ill Children [4]

Semester IV (Fall) (13 units)
MEPN 547 – Care of Populations [4]
MSNC 511 – Theoretical Foundations and Research [3]
MSNC 524 – Clinical Nursing I [3]
MSNC 534 – Clinical Nursing II [3]

Semester V (Spring) (14 units)
APNC 520 – Advanced Pathophysiology [3]
APNC 522 – Advanced Health Assessment [3]
APNC 523 – Advanced Pharmacology [3]
MEPN 560 – Internship in Specialty Nursing Practice [5]

H. ACCELERATED MASTER OF SCIENCE IN NURSING

The accelerated R.N.-M.S.N. program is designed for associate degree and diploma-prepared nurses. Students may enter any specialty in the master's program through this option. Students choosing the Joint-Degree M.S.N./M.B.A. program will not be admitted to the M.B.A. program until they have earned their baccalaureate degree. Applicants must meet the admission requirements for the M.S.N. program delineated elsewhere. Nine units of graduate courses are substituted for specific undergraduate courses. Both the B.S.N. and M.S.N. can be completed in two to three years of study. Completion of the Joint-Degree M.S.N./M.B.A. program requires 35 GSBA units, which is equivalent to an additional year of full-time study. See the current *Undergraduate Bulletin* for more details.

Certificate Programs

The Hahn School of Nursing and Health Science offers Post-M.S.N. Nurse Practitioner Certificate programs, a Post-M.S.N. Adult Clinical Nurse Specialist Certificate program, a Post-Masters Executive Health Care Leader Certificate program and Post-Certification Nurse Practitioner programs. Typical programs of study for full-time students who begin these programs in Fall semester are available at www.sandiego.edu.

In addition to the basic requirements for admission to the University of San Diego as described on page 34, applicants must also meet the additional requirements for admission to the M.S.N. program described on page 183. The GRE is not required for admission to any of the certificate programs.

Applicants who have taken equivalent coursework or can demonstrate specific knowledge and skills may have selected course requirements waived. These requests are considered on an individual basis.

The Post-M.S.N. N.P. Certificate programs (A-D below) are for nurses who have master's degrees in other nursing specialties who want to gain advanced preparation as adult, family, or pediatric nurse practitioners. These programs meet the requirements of the California Board of Registered Nursing (BRN), and graduates can apply for BRN approval to "hold themselves out" as nurse practitioners in the state of California. Graduates are also eligible to sit for national N.P. certification examinations.

A. POST-M.S.N. A.N.P. CERTIFICATE PROGRAM

(Total units: 34)

I. N.P. Core (15 units)

APNC 503 – Advanced Practice Nursing with Diverse Families and Communities (2)
APNC 520 – Pathophysiology (3)
APNC 521 – Health Assessment and Diagnosis (4)
APNC 523 – Pharmacology in Health Management (3)
NPTC 597 – Independent Clinical Practicum (3)

II. Emphasis (19 units)

NPTC 530 – Adult Health Management I (3)
NPTC 531 – Adult Health Management I Practicum (2)
NPTC 532 – Adult Health Management II (3)
NPTC 533 – Adult Health Management II Practicum (2)
NPTC 535 – Management of Adults with Long-Term Health Problems (3)
NPTC 537 – Adults with Long-Term Health Problems Practicum (2)
NPTC 541 – Selective Clinical Practicum (1)
NPTC 582 – Women's Health Care (2)
NPTC 583 – Women's Health Care Practicum (1)

B. POST-M.S.N. A.N.P. CERTIFICATE PROGRAM WITH GERONTOLOGICAL OPTION

(Total units: 38)

The Post-M.S.N. A.N.P. program (A above) must be completed, with the exception of NPTC 541.

Additional Required Units (5)

NPTC 534 – Health Management of the Frail Elderly (3)
NPTC 536 – Frail Elderly Health Management Practicum (2)

C. POST-M.S.N. F.N.P. CERTIFICATE PROGRAM

(Total units: 36)

I. N.P. Core (15 units)

APNC 503 – Advanced Practice Nursing with Diverse Families and Communities (2)
APNC 520 – Pathophysiology (3)
APNC 521 – Health Assessment and Diagnosis (4)*
APNC 523 – Pharmacology in Health Management (3)
NPTC 597 – Independent Clinical Practicum (3)

*If a course comparable to APNC 521 has been completed and/or the APNC 521 requirement is waived, a unit of NPTC 541 – Selective Clinical Practicum, will be required to ensure completion of 54 hours of supervised clinical experience.

II. Emphasis (21 units)

NPTC 513 – Behavior and Development: Birth through Adolescence (2)
NPTC 514 – Behavior and Development Practicum: Birth through Adolescence (1)
NPTC 528 – Health Management of the Child (3)
NPTC 538 – Child Health Management Practicum (2)
NPTC 530 – Adult Health Management I (3)
NPTC 531 – Adult Health Management I Practicum (2)
NPTC 532 – Adult Health Management II (3)
NPTC 533 – Adult Health Management II Practicum (2)
NPTC 582 – Women's Health Care (2)
NPTC 583 – Women's Health Care Practicum (1)

D. POST-M.S.N. P.N.P. CERTIFICATE PROGRAM
(Total units: 34)
I. N.P. Core (15 units)
APNC 503 – Advanced Practice Nursing with Diverse
  Families and Communities (2)
APNC 520 – Pathophysiology (3)
APNC 521 – Health Assessment and Diagnosis (4)
APNC 523 – Pharmacology in Health Management (3)
NPTC 597 – Independent Clinical Practicum (3)

II. Emphasis (19 units)
NPTC 513 – Behavior and Development: Birth through
  Adolescence (2)
NPTC 514 – Behavior and Development Practicum: Birth
  through Adolescence (1)
NPTC 528 – Health Management of the Child (3)
NPTC 538 – Child Health Management Practicum (2)
NPTC 541 – Selective Clinical Practicum (1)
NPTC 547 – Primary Care of Children and Adolescents
  with Complex Health Problems (3)
NPTC 548 – Primary Care of Children and Adolescents
  with Complex Health Problems Practicum (2)
NPTC 549 – Primary Care of Children and Adolescents
  with Chronic Illness (3)
NPTC 550 – Primary Care of Children and Adolescents
  with Chronic Illness Practicum (2)

E. POST-M.S.N. A.C.N.S. CERTIFICATE PROGRAM
(Total units: 31)
The Post-M.S.N. C.N.S. Certificate program is for nurses
who have master's degrees in other nursing specialties who
want to gain advanced preparation as adult clinical nurse
specialists. Graduates are eligible for national certification
as clinical nurse specialists in adult health care.

I. Advanced Practice Core (11 units)
APNC 503 – Advanced Practice Nursing with Diverse
  Families and Communities (2)
APNC 520 – Pathophysiology (3)
APNC 522 – Advance Health Assessment (3)
APNC 523 – Pharmacology in Health Management (3)

II. Emphasis (20 units)
ACNS 571 – C.N.S. Practice in Contemporary Health
  Care (2)
ACNS 572 – Management of Acutely Ill Adult (3)
ACNS 573 – Clinical Nurse Specialist Practicum I (2)
ACNS 574 – Management of Chronically Ill Adult (3)
ACNS 575 – Clinical Nurse Specialist Practicum II (2)
ACNS 576 – Management of Specialty Populations (3)
ACNS 577 – Clinical Nurse Specialist Practicum III (2)
ACNS 596 – Advanced Practicum in Selected C.N.S.
  Role (3)

F. POST-MASTER'S EXECUTIVE HEALTH CARE LEADER CERTIFICATE PROGRAM
(Total units: 17-18)
This post-master's certificate program is for individuals
with master's degrees in any field who want advanced
preparation in executive health care leadership.

I. E.N.L. Emphasis (9-12 units)
ENLC 554 – Health Care Information Management (3)*
ENLC 555 – Resource Management in Health Systems (3)
ENLC 556 – Management of Health System Care Delivery
  and Outcomes (3)
ENLC 557 – Strategic Planning and Management of
  Health Systems (3)

*Students take either ENLC 554 or GSBA 502

II. Business Core (6-8 units)
ENLC 500 – Health Care Leadership, Values and Social
  Justice (3)
ENLC 553 – Financial Management in Health Care
  Systems (3)
GSBA 502 – Statistics for Managers (3)*

*Students take either ENLC 554 or GSBA 502

The Post-Certification Nurse Practitioner programs
are designed to enable master's-prepared and currently
certified nurse practitioners to obtain N.P. certification in
another N.P. specialty area. Specializations available are
A.N.P., F.N.P., G.N.P., P.N.P.. Graduates of the
certification programs, are eligible for national certification
in the specialty area.

In addition to the basic requirements for admission to
the University of San Diego as described on page 34,
applicants must be certified as an N.P. in state of residence
and meet the additional requirements for admission to the
M.S.N. program described on page 183. Applicants must
have current work experience as a N.P.. Nurse practitioner
professional liability and malpractice insurance coverage
must be maintained throughout enrollment.

Applicants who have taken equivalent coursework or
can demonstrate specific knowledge and skills may have
selected course requirements waived. These requests are
considered on an individual basis.

G. PROGRAM FOR A.N.P. TO BECOME CERTIFIED AS F.N.P.

Required Emphasis Units (13)

NPTC 513 – Behavior and Development: Birth through Adolescence (2)

NPTC 514 – Behavior and Development Practicum: Birth through Adolescence (1)

NPTC 528 – Health Management of the Child (3)

NPTC 538 – Child Health Management Practicum (2)

NPTC 541 – Selective Clinical Practicum (2)

NPTC 582 – Women's Health Care (2)

NPTC 583 – Women's Health Care Practicum (1)

H. PROGRAM FOR G.N.P. TO BECOME CERTIFIED AS F.N.P.

Required Emphasis Units (21)

NPTC 513 – Behavior and Development: Birth through Adolescence (2)

NPTC 514 – Behavior and Development Practicum: Birth through Adolescence (1)

NPTC 528 – Health Management of the Child (3)

NPTC 538 – Child Health Management Practicum (2)

NPTC 530 – Adult Health Management I (3)

NPTC 531 – Adult Health Management I Practicum (2)

NPTC 532 – Adult Health Management II (3)

NPTC 533 – Adult Health Management II Practicum (2)

NPTC 582 – Women's Health Care (2)

NPTC 583 – Women's Health Care Practicum (1)

I. PROGRAM FOR P.N.P. TO BECOME CERTIFIED AS F.N.P.

Required Emphasis Units (13)

NPTC 530 – Adult Health Management I (3)

NPTC 531 – Adult Health Management I Practicum (2)

NPTC 532 – Adult Health Management II (3)

NPTC 533 – Adult Health Management II Practicum (2)

NPTC 582 – Women's Health Care (2)

NPTC 583 – Women's Health Care Practicum (1)

J. PROGRAM FOR F.N.P. TO BECOME CERTIFIED AS A.N.P.

Required Emphasis Units (7)

NPTC 535 – Management of Adults with Long-Term Health Problems (3)

NPTC 537 – Adults with Long-Term Health Problems Practicum (2)

NPTC 541 – Selective Clinical Practicum (2) (in adult practice setting)

K. PROGRAM FOR G.N.P. TO BECOME CERTIFIED AS A.N.P.

Required Emphasis Units (18)

NPTC 530 – Adult Health Management I (3)

NPTC 531 – Adult Health Management I Practicum (2)

NPTC 532 – Adult Health Management II (3)

NPTC 533 – Adult Health Management II Practicum (2)

NPTC 535 – Management of Adults with Long-Term Health Problems (3)

NPTC 537 – Adults with Long-Term Health Problems Practicum (2)

NPTC 582 – Women's Health Care (2)

NPTC 583 – Women's Health Care Practicum (1)

L. PROGRAM FOR F.N.P. TO BECOME CERTIFIED AS G.N.P.

Required Emphasis Units (10)

NPTC 534 – Health Management of the Frail Elderly (3)

NPTC 535 – Management of Adults with Long-Term Health Problems (3)

NPTC 536P – Frail Elderly Health Management Practicum (2)

NPTC 537P – Adults with Long-Term Health Problems Practicum (2)

M. PROGRAM FOR A.N.P. TO BECOME CERTIFIED AS G.N.P.

Required Emphasis Units (7)

NPTC 534 – Health Management of the Frail Elderly (3)

NPTC 536 – Frail Elderly Health Management Practicum (2)

NPTC 541 – Selective Clinical Practicum (2) (in geriatric practice setting)

N. PROGRAM FOR F.N.P. TO BECOME CERTIFIED AS A P.N.P.

Required Emphasis Units (10)

NPTC 547 – Primary Care of Children and Adolescents with Complex Health Problems (3)

NPTC 548 – Primary Care of Children and Adolescents with Complex Health Problems Practicum (2)

NPTC 549 – Primary Care of Children and Adolescents with Chronic Illness (3)

NPTC 550 – Primary Care of Children and Adolescents with Chronic Illness Practicum (2)

Course Descriptions

A.C.N.S. COURSES

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

ACNS 571 Clinical Nurse Specialist Practice in Contemporary Health Care (2)

Examines the roles of the C.N.S. within the three spheres of influence: patients and clients, nursing personnel and organization/network. Theories and strategies of change and leadership, negotiation, consultation, teaching and learning, research evaluation, facilitation and utilization are discussed in relation to the C.N.S. role. Co-requisite: MSNC 511 or permission of instructor.

ACNS 572 Management of Acutely Ill Adult (3)

Emphasis on symptoms and functional problems of non-disease-based and disease-based etiologies in acutely ill adults and on clinical decision-making regarding diagnosis and treatment of patient symptoms and problems commonly seen in acute or critical care settings. Students analyze clinical data from multiple sources, make management decisions and evaluate treatment outcomes through use of case exemplars. Evidence-based literature and clinical case studies are used to evaluate diagnostic reasoning and nursing therapeutics. Focus is on the patient or client and how to use nursing personnel and organizations to produce quality, cost-effective outcomes. Prerequisites: ACNS 571, concurrent enrollment in ACNS 573.

ACNS 573 Clinical Nurse Specialist Practicum I (2)

Provides a faculty-supervised clinical practicum in collaborative practice with C.N.S. preceptors in acute care settings. Focus on integrating knowledge of disease and medical treatments in a holistic assessment of persons while focusing on the differential diagnosis of illness or wellness experiences that have non-disease-based etiologies and require nursing interventions. Works with health care personnel and organizational systems to improve patient outcomes. Includes a seminar component that must be taken concurrently. Minimum grade of "B-" required. Prerequisites: ACNS 571, concurrent enrollment in ACNS 572.

ACNS 574 Management of Chronically Ill Adult (3)

Emphasis on symptoms and functional problems in chronically ill adults and on clinical decision-making regarding diagnosis and treatment of patient symptoms and problems commonly seen in chronically ill adults. Students analyze clinical data from multiple sources, make management decisions and evaluate treatment outcomes

through use of case exemplars. Evidence-based literature and clinical case studies are used to evaluate diagnostic reasoning and nursing therapeutics. Focus is on the patient or client and how to use nursing personnel and organizations to produce quality, cost-effective outcomes. Prerequisites: ACNS 571, concurrent enrollment in ACNS 575.

ACNS 575 Clinical Nurse Specialist Practicum II (2)

Provides a faculty-supervised clinical practicum in collaborative practice with C.N.S. preceptors who work with chronically ill adults. Clinical sites include home care agencies, specialty clinics (cholesterol, CHF, HIV), rehabilitation agencies and skilled nursing facilities. Focus is on integrating knowledge of disease and medical treatments in a holistic assessment of the chronically ill adult while focusing on the illness or wellness experiences that have non-disease-based etiologies and require nursing interventions. Works with health care personnel and organizational systems to improve outcomes for the chronically ill adult. Includes a seminar component that must be taken concurrently. Minimum grade of "B-" required. Prerequisites: ACNS 571, concurrent enrollment in ACNS 574.

ACNS 576 Management of Specialty Populations (3)

Emphasis on maintaining functional status and promotion of quality of life in specialty populations such as HIV or AIDS, CHF, CRD and diabetes. Students analyze data from multiple sources, develop population-based programs of care and evaluate outcomes in the context of specialty populations. Focus is on the specialty population and how to use nursing personnel and organizations to produce quality, cost-effective outcomes for populations. Prerequisites: ACNS 571, concurrent enrollment in ACNS 577.

ACNS 577 Clinical Nurse Specialist Practicum III (2)

Provides a faculty-supervised clinical practicum in collaborative practice with C.N.S. preceptors who work with specific populations such as CHF, diabetes and HIV or AIDS. Focus is on integrating knowledge of disease and treatments in the assessment of specific populations. Works with health care organizations and health systems to improve population based outcomes. Includes a seminar component that must be taken concurrently. Minimum grade of "B-" required. Prerequisites: ACNS 571, concurrent enrollment in ACNS 576.

ACNS 596 Advanced Practicum in Selected C.N.S. Role (3)

Focus is on further development of clinical knowledge and expertise in a selected area of C.N.S. practice and the design and/or implementation of a clinical project related to the C.N.S. advanced practice role. The project represents an innovative approach to a clinical problem or professional issue relevant to the practice site selected and is based on integration of nursing and health-related theory and research. Seminars with C.N.S. faculty provide opportunities to explore both C.N.S. role development issues and the process of initiating planned change in the practice setting. Minimum grade of "B-" required. Prerequisites: Core courses, two C.N.S. practicum, or consent of instructor.

A.P.N.C. COURSES

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

APNC 503 Advanced Practice Nursing with Diverse Families and Communities (2)

Analyzes theories and concepts that provide the framework for nursing practice and research with families across the lifespan. Pre or co-requisite: MSNC 511 or consent of instructor.

APNC 520 Pathophysiology (3)

Builds on foundational knowledge of normal physiology to extend students' abilities to analyze the physiological disruptions that accompany a wide range of alterations in health. Content is applied to selected primary care patient situations as a basis for interpreting assessment data and developing appropriate health care regimens for common disease processes.

APNC 521 Health Assessment and Diagnosis (4)

Focuses on theoretical and practical principles of holistic advanced health assessment across the lifespan. Emphasis is on methods of comprehensive data gathering and analyses, including history taking and physical examination, screening for common diseases, diagnostic procedures and clinical decision-making. Laboratory experiences and clinical placement with a clinician preceptor in the community provide the opportunity for the integration and application of theory. Introduces students to advanced clinical practice roles. Minimum grade of "B-" required. Corequisite or prerequisite: APNC 520 Lab fee required.

APNC 522 Advanced Health Assessment (3)

Provides a theoretical base for health assessment of the acutely ill individual. It is designed to prepare graduates of the M.S./C.N.S. and M.S./C.N.L. tracks with the

knowledge and skills to make appropriate focused assessments, develop differential diagnoses, and draw accurate conclusions about physiological or psychosocial instability, complications, and/or sequelae to disease processes and/or therapeutic interventions. Includes theory and laboratory components. Prerequisite or co-requisite: R.N. licensure, APNC 520, and successful completion of a basic health assessment course.

APNC 523 Pharmacology in Health Management (3)

Provides advanced knowledge of pharmacokinetics and pharmacotherapeutics to enable the advanced practice nurse to initiate appropriate pharmacological treatment in the management of health problems commonly seen in primary care settings, and to monitor the effects of established drug regimens and modify them to improve clients' health states and quality of life. Prerequisite: APNC 520 or consent of instructor.

E.N.L.C. COURSES

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

ENLC 500 Health Care Leadership, Values, and Social Justice (3)

Examines leadership theories, corporate ethics, values-focused strategies and principles of social and health care justice that can be actualized across the spectrum of health care settings. Synthesis of the literature is required to support development of a clinical project relevant to a health care setting.

ENLC 553 Financial Management in Health Care Systems (3)

Examines leadership theories, corporate ethics, values-focused strategies and principles of social and health care justice that can be actualized across the spectrum of health care settings. Synthesis of the literature is required to support development of clinical project relevant to a health care setting.

ENLC 554 Health Care Information Management (3)

Provides an introduction to information management within health care systems. Emphasizes computerized database development and issues associated with application of such databases in health care systems. Prerequisite: Basic computer literacy.

ENLC 555 Resource Management in Health Systems (3)

Focuses on the management of human, financial and material resources in health systems. Designed for health professionals seeking careers as operations managers in health care delivery systems. Emphasizes cost-effective use

of resources to accomplish organizational objectives. Prerequisites: MSNC 512, ENLC 500, GSBA 502.

ENLC 556 Management of Health System Care Delivery and Outcomes (3)

Focuses on the process of health care delivery from a systems perspective and emphasizes continuous process improvement as crucial to achieving high quality outcomes. Addresses health system outcome measurement and evaluation and analysis of research on organizational effectiveness. Prerequisites: ENLC 554, MSNC 511, ENLC 500, GSBA 502.

ENLC 557 Strategic Planning and Management of Health Systems (3)

Emphasizes strategic planning and management as requisite to growth and survival of health care systems. Acquaints students with the language, processes, tools and techniques of strategic planning and marketing that will enable them to contribute effectively to strategic thinking and action in health care systems. Prerequisites: Most of ENLC 554-556 sequence.

ENLC 591 Administrative Management Practicum in Health Care Systems (3)

Under guidance of a nurse manager preceptor in a health care setting, students observe various managerial skills associated with the management process (e.g., human resources development, fiscal management, strategic planning and forecasting, marketing and political maneuvering). The course is student-driven with seminars providing a forum for discussion of clinical observations as they relate to descriptive and research-based administrative literature as well as issues and trends in nursing administrative practice. Minimum grade of "B-" required. Requires submission of *Intent to Register* form. Prerequisites: Most of the courses in the ENLC 554-556 series or consent of instructor.

ENLC 598 Independent Practicum (3)

Identification of a nursing practice problem and design of an innovative approach through integration of related theory and research. Minimum grade of "B-" required. Requires submission of *Intent to Register* form and project approval. Prerequisites: Most of the courses in the ENLC 554-556 series or consent of instructor.

M.E.P.N. COURSES

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

MEPN 521 Health Assessment (3)

Focuses on holistic and focused assessments of the health state of the adult patient within the community and hospital setting. Emphasizes development of culturally appropriate physical assessment skills and the ability to recognize deviations from normal. Includes both lecture and skills laboratory components.

MEPN 533 Conceptual Basis of Professional Nursing Practice (2)

Provides an overview of the nature of the professional nursing role and its conceptual bases. Examines the historical development of the profession; the nursing leaders who have made a difference national and internationally; the role of the nurse as a professional individual, provider of care and member of the health care team. Emphasizes the need for theory-based and evidence-based nursing practice; addresses the theoretical foundations used in nursing specifically therapeutic communication, teaching, role development, legal and ethical parameters of practice. Introduces APA format for scholarly papers. Introduces the student to the theoretical framework for the curriculum and the clinical evaluation tools.

MEPN 534 Fundamentals of Nursing (3)

This course covers basic nursing care for adult and older adult patients with various acute and chronic medical-surgical conditions. Physiological and pathophysiological concepts related to adequate hygiene, mobility, nutrition, skin integrity, bowel and bladder elimination, oxygenation, fluid and electrolyte status will be discussed. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher as necessary to pass the course.

MEPN 534P Fundamentals of Nursing Clinical Practicum (0)

Clinical experiences provide opportunities for the student to begin to acquire basic nursing skills in simulated and actual clinical settings. Emphasis is on communication, safety, documentation and basic nursing interventions required to overcome the pathophysiolgical disruptions in adult and older adult patients with acute and chronic health problems.

MEPN 535 Introduction to Pharmacology (2)

This course provides an overview of the pharmacological concepts of pharmacaotheraputics, pharmacodynamics, pharmacokinetics, contraindications and precautions, adverse effects and drug interactions. The pharmacological concepts of each prototype drug from the following classifications will be included: neurological, cardiovascular, respiratory, gastrointestinal, genitourinary, endocrine and immune, anti-microbial and antineoplastic. Emphasis will be placed on nursing management that minimizes the adverse effects and maximizes the therapeutic effects for patients receiving these medications.

MEPN 547 Care of Populations (4)

Focuses on the health of the community and subgroups within the community. Applies nursing and public health concepts to promoting and restoring the health of population groups. Addresses nursing involvement in the legislative and regulatory processes as they affect health status and health care delivery. Examines selected community health problems and their implications for community health nursing practice.

MEPN 555 Nursing Practice with Adult and Older Adult Patients with Acute and Chronic Health Problems I (5)

This course introduces the students to the acute and chronic health problems of adult and older adult patients specific to alterations in oxygenation, fluid and electrolyte status, cardiovascular and endocrine systems. Emphasis is on understanding the pathophysiological alterations and the interventions necessary to stabilize, restore and promote health. The course prepares students to assess these health alterations, as well as risks for complications and sequelae, and to identify essential teaching and health restorative measures in the context of planning, implementing and evaluating nursing care for the patient and family. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher as necessary to pass the course.

MEPN 555P Nursing Practice with Adult and Older Adult Patients with Acute and Chronic Health Problems I Practicum (0)

Provides opportunities for the student to further acquire basic nursing skills in simulated and actual clinical settings. Emphasis is on therapeutic communication, safety, documentation, use of the nursing process, risk identification and selected nursing interventions related to alterations in health.

MEPN 556 Nursing Practice with Adult and Older Adult Patients with Acute and Chronic Health Problems II (6)

This course expects students to apply the nursing process for selected acute and chronic health conditions in adults and older clients. It further develops the generalist nurse's role in the care of adult and older adult patients with pathophysiological disruptions across all systems. Emphasis is placed on new content such as pathophysiological alterations in the neurological, musculoskeletal, and respiratory systems; critical care elements related to trauma victims; long-term care elements specific to cancer, hospice and rehabilitation. The course expects students to refine their knowledge and skills to assess, diagnose, plan, implement and evaluate patient needs, from the context of health

restoration and prevention of complications and further exacerbations of the pathophysiological disruptions. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher as necessary to pass the course.

MEPN 556P Nursing Practice with Adult and Older Adult Patients with Acute and Chronic Health Problems II Practicum (0)

Clinical experiences assist the students in the development of more advanced nursing skills required for care of adult and older adult patients with critical care, acute, chronic, long-term and hospice specific health problems. Emphasis is on legal and ethical nursing care, accomplished use of the nursing process, therapeutic communication, safety, documentation, anticipating potential problems, prevention of complications and more comprehensive nursing interventions for patients and their families.

MEPN 557 Nursing Practice with Psych-Mental Health Clients (4)

Provides a general overview of clients with mental health problems. Focuses on conceptual models of psychiatric nursing management and treatment modalities. Concepts related to neuropathology, polypharmacy and psychopharmacology and their effect on the mental health of patients are introduced. Specific contexts of psychiatric nursing care are addressed. The goals of the therapeutic nurse-client relationship are also explored. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher as necessary to pass the course.

MEPN 557P Nursing Practice with Psych-Mental Health Clients Practicum (0)

Clinical experiences provide opportunities for students to acquire the interpersonal communication skills and therapeutic use of self in the care of clients with psychiatric problems. Specific contexts of psychiatric nursing care are addressed. The goals of the therapeutic nurse-client relationship are also explored and refined.

MEPN 558 Nursing Practice with Mothers and Infants (4)

Provides a general overview of family, prenatal, perinatal, antenatal and post-natal health in addressing the health care needs of the childbearing family with a focus on health promotion, risk reduction and disease prevention. Emphasizes primary care as the major dimension of health care; however, students are expected to address secondary and tertiary prevention needs as appropriate. Focuses on family care and education for health. Successful completion of both the theory and clinical components of

the course with a letter grade of B- or higher as necessary to pass the course.

MEPN 558P Nursing Practice with Mothers and Infants Practicum (0)

Clinical experiences assist the student in developing their skills in working with the mother, infant, and family as a unit of care. Emphasis of care is on health promotion, risk reduction and disease prevention. Clinical experiences occur in prenatal, labor and delivery, postpartum and community health settings.

MEPN 559 Nursing Practice with Children with Acute and Chronic Health Problems (4)

Provides a general overview of the health care needs of children and adolescents with a focus on health promotion, risk reduction and disease prevention. Pathophysiological disruptions in health across all systems and the unique presentation of these alterations or the acute and chronic health problems specific to this population are presented. Identifying genetic, environmental, developmental and life-style behaviors contributing to acute and chronic health problems are discussed. Focuses on family care and education for health and optimizing growth and development. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher as necessary to pass the course.

MEPN 559P Nursing Practice with Children with Acute and Chronic Health Problems Practicum (0)

Clinical experiences assist the student in developing and refining their skills in working with children and their family as a unit of care. Emphasizes is on screening, prevention and restorative care of children with acute and chronic health care problems and their families. Clinical experiences occur in acute care pediatric health settings.

MEPN 560 Internship in Specialty Practice (5)

Expects integration of learning from all other courses to develop and execute the generalist nursing role to meet the changing health needs and maximize the patient's (individuals, families, groups and populations) participation in their recovery hospitalized in specialty settings with a focus on recovery, preventing complications and sequelae, risk reduction and managing or stabilizing acute and chronic conditions. Applies the principles of professional and clinical leadership to evaluate the effectiveness of community resources, health education, lifestyle changes necessary to maximize recovery and promote successful reintegration into a community. Evaluates and provides recommendations for clinical practice, policies and procedures that affect patient outcomes. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher is necessary to pass the course.

MEPN 560P Internship in Specialty Practice Clinical Practicum (0)

Expects integration of learning from all other courses to develop and execute the generalist nursing role to meet the changing health needs and maximize the patient's (individuals, families, groups and populations) participation in their recovery hospitalized in specialty settings with a focus on recovery, preventing complications and sequelae, risk reduction and managing or stabilizing acute and chronic conditions. Develop advanced nursing skills and specialty skill for care of patients and families with complex or critical care health problems in specialty units. Integrate clinical nursing leadership skills in the coordination of interdisciplinary health care activities and the development of nursing practice, policies and standards that affect patient outcomes. Clinical areas may be in such specialty units as adult or pediatric critical-care units, in-patient psych-mental health, spinal cord injury, oncology, etc.

M.S.N.C. COURSES

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

MSNC 511 Theoretical Foundations and Research (3)

This course is intended to explore and critique the theoretical foundations of nursing science as a basis for the development of research. Emphasis is placed on the relationship of theory and research to the knowledge base and practice of nursing.

MSNC 512 Leadership in Health Care (3)

Provides an understanding of nursing's leadership role in the analysis and evaluation of policy, organization and financing of health care. Focusing on the organization of health care systems, the political and economic forces that influence health care delivery and the formulation of policies affecting health care.

MSNC 524 MSN Clinical Nursing I (3)

Explores effective leadership principles necessary to work with a multidisciplinary team when providing care to patients, participating in evidence-based research and serving as a role model for other staff and patients. Investigates how the principles of health assessment, pathophysiology and pharmacology are utilized to anticipate risks and provide comprehensive care to individuals and clinical cohorts. Identifies appropriate evidence-based research to be used in the provision of patient care. Identifies how change process could be used to improve patient care or staff's professional practice. Integrates the principles of human development, cultural safety, ethics, values and change theory when providing comprehensive, quality care to patients or patient cohorts. Completes 96 hours of preceptor and/or faculty guided clinical practice in a health care setting.

MSNC 534 MSN Clinical Nursing II (3)

Implements effective leadership principles to work with a multidisciplinary team in the provision of care to patients. Oversees patient care provided by staff, in collaboration with R.N. preceptor or mentor, to improve patient outcomes. Implements evidence-based research in the provision of care. Serves as a role model for staff and patients. Role models principles of health assessment, pathophysiology, and pharmacology in anticipating risks and providing comprehensive care to individuals and clinical cohorts. Reviews and modifies if necessary standards of care for specific patient populations. Implements a change project designed to effect change in patient outcomes or promote staff development. Completes 96 hours of preceptor and/or faculty guided clinical practice in a health care setting.

MSNC 599 Independent Study (1-3)

Repeatable for credit. Requires submission of independent study form and faculty approval.

M.S.N.E. COURSES

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

MSNE 516 Mind-Body-Spirit Health Care (3)

Focuses on promoting integration of body, mind and spirit through incorporating the best of both conventional and complementary approaches to health promotion and the diagnosis and treatment of a variety of common health problems. Explores the role of the nurse as healer and the healing modalities commonly used within nursing, as well as the science of psychoneuroimmunology and quantum physics that underlie the phenomena of mind-body healing. Compares and contrasts selected culturally-based, holistic systems of knowledge concerning health and illness to identify commonalities and differences in these major healing traditions. Addresses ethical and business considerations related to integrating conventional and complementary approaches in ambulatory care.

MSNE 517 Mind-Body-Spirit Health Care Practicum (2)

Provides clinical practice in primary care settings wherein the health care providers include biomedically-trained physicians and advanced practice nurses as well as providers of complementary therapies, or where patients are frequently referred to appropriate providers of complementary therapies in the community. Supervision is provided by advanced practice nurse faculty. Weekly seminars assist in the synthesis of didactic and clinical learning within the context of actual clinical cases. Minimum of B required. Prerequisite MSNE 516.

MSNE 532 Theory of Nursing Education (3 units)

Preparation for teaching in a variety of institutional settings. Focuses on the nature of professional nursing education, faculty role, curriculum design, the instructional process, evaluation and issues in nursing education.

MSNE 542 Latino Health: Sociocultural and Family Perspectives (3)

Explores the cultural values and belief systems that influence health behaviors within the context of the underserved Latino/a family. Addresses the economic, educational and political disparities that influence their access and utilization of health care services. Focuses on the cultural sensitivity requisite to effective inter-cultural communication between health care provider and underserved Latino/a families and communities. Strategies for empowerment will be applied to the process of health care provision and community-based interventions to improve the health of Latino/s population.

MSNE 543 Practicum in Latino Health Care (2)

Provides clinical experiences in assessment and management of acute and chronic health problems prevalent among Latino clients and their families across the age span. Emphasizes strategies for health promotion, prevention and early detection of disease in this population. Focuses on effective intercultural communication, sensitivity to traditional Latino health beliefs, application of culture-brokering and client-empowerment strategies in the process of providing access to and continuity of care to members of this medically underserved population. Minimum grade of "B-" required. Includes a seminar component that must be taken concurrently. Prerequisite: MSNE 542.

MSNE 592 Teaching Practicum (3)

Directed learning experiences in nursing education in clinical or academic settings.

N.P.T.C. COURSES

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

NPTC 513 Behavior and Development: Birth through Adolescence (2)

Analysis of advanced concepts of behavior and development in infants, children and adolescents. With this foundation, the components of health supervision, health promotion and management of common variations in children's behavior and development by the nurse practitioner in primary care will be presented. The perspective of the parent or guardian and family will be integrated into this discussion. Emphasis will be placed upon the care of vulnerable pediatric populations from sociocultural, ethical and health policy perspectives. Co-requisite: APNC 521.

NPTC 514 Behavior and Development Practicum: Birth through Adolescence (1)

Provides clinical experience in the assessment and management of normal variations and problems in the growth, development and behavior of infants, children and adolescents in a variety of pediatric primary care settings. Clinical supervision is provided by pediatric nurse practitioner faculty and on-site preceptors. Includes a seminar component that must be taken concurrently which provides opportunities for synthesis of theoretical and experiential learning as well as professional role development. Minimum grade of "B-" required. Prerequisites: APNC 520, 521, NPTC 513. Lab fee required.

NPTC 518 Advanced Practice Nursing in Urgent/Emergent Care (5)

Focuses on the role of the nurse practitioner in urgent or emergent care settings and on the development of advanced knowledge and skills requisite to providing effective, efficient, and high-quality care to individuals across the age span with common urgent or emergent health problems. Complemented by skills lab sessions that build on basic N.P. preparation and experience and prepare students for the specific demands of practice in urgent or emergent care environments. Prerequisites: Concurrent enrollment in NPTC 519.

NPTC 519 Advanced Practice Nursing in Urgent/Emergent Care Practicum (5)

Provides clinical experiences in urgent or emergent care settings focused on integrating theory with practice in the diagnosis and treatment of acute and chronic conditions commonly seen in these settings. Emphasizes the scope of N.P. practice in urgent or emergent care settings, principles of episodic care and gaining competence in advanced technical skills. Seminars with N.P. faculty provide opportunities to integrate theoretical knowledge with ongoing clinical experiences. Minimum of B required. Prerequisites: Concurrent enrollment in NPTC 518.

NPTC 528 Health Management of the Child (3)

Emphasizes assessment and management of common health states in individuals from birth through adolescence in a collaborative, primary-care setting. Students are provided with a theoretical basis for developmental and functional health, including guidelines for health promotion and disease prevention. The theory base for the diagnosis and management of common pediatric problems is also presented, including pharmacological and other treatment modalities. Emphasis is placed on the child as an individual, member of a family and member of the community. Prerequisites: NPTC 513, 514, 520, 521; concurrent enrollment in NPTC 538.

NPTC 530 Adult Health Management I (3)

Focuses on management of health and disease states in selected body systems from late adolescence through late adult years. Provides the student with a theoretical base for identification, diagnosis, management and evaluation of acute and chronic health problems prevalent in adult populations. Also focuses on health promotion and disease prevention in adults as members of culturally diverse families and communities. Care strategies based on a nursing model that includes holistic assessment, anticipatory guidance and health education are discussed. Prerequisites: APNC 521; concurrent enrollment in NPTC 531.

NPTC 531 Adult Health Management I Practicum (2)

Provides clinical experience in assessment and management of acute and chronic health problems of adults from late adolescence to late adulthood. Focuses on holistic health promotion and maintenance, early detection of disease states in asymptomatic individuals and self-management of preventive behaviors. Includes a seminar component that must be taken concurrently. Minimum grade of "B-" required. Concurrent enrollment in NPTC 530. Lab fee required.

NPTC 532 Adult Health Management II (3)

Focuses on management of health and disease states in selected body systems from late adolescence through late adult years. Provides the student with a theoretical base for identification, diagnosis, management and evaluation of acute and chronic health problems prevalent in adult populations. Also focuses on health promotion and disease prevention in adults as members of culturally diverse families and communities. Care strategies based on a nursing model that includes holistic assessment, anticipatory guidance and health education are discussed. Prerequisites: APNC 521; concurrent enrollment in NPTC 533.

NPTC 533 Adult Health Management II Practicum (2)

Provides clinical experience in assessment and management of acute and chronic health problems of adults from late adolescence to late adulthood. Focuses on holistic health promotion and maintenance, early detection of disease states in asymptomatic individuals and self-management of preventive behaviors. Includes a seminar component that must be taken concurrently. Minimum grade of "B-" required. Concurrent enrollment in NPTC 532. Lab fee required.

NPTC 534 Health Management of the Frail Elderly (3)

Focuses on providing a theory base for nursing assessment and management of common physical and psychosocial problems of frail elderly clients in both community and institutional settings. Interrelatedness of multiple health

problems and normal age changes among the old are discussed in relationship to maintenance of functional ability, independence, and quality of life within a variety of supportive environments. Prerequisites: NPTC 535, 537, or consent of instructor for C.N.S. students; concurrent enrollment in NPTC 536.

NPTC 535 Management of Adults with Long-Term Health Problems (3)

Provides a theory base for effective clinical and psychosocial management of complex long-term health problems in adult and older adult clients. Multiple dimensions of chronic illness and its impact on individuals, families, caregivers and health care systems are discussed. Theoretical perspectives of chronicity are explored, including chronic illness trajectories, psychosocial impact, role adaptations and lifestyle adjustments required of long-term health problems. The structure, regulation and financing of the U.S. long-term care system is analyzed, and the impact of various settings and support services within that system on clients and families experiencing chronic illnesses is explored. Selected complex long-term care pathologies and their clinical treatment and the role of the nurse practitioner in caring for clients with chronic illness are covered. Prerequisites: NPTC 530, 531, 532, 533; concurrent enrollment in NPTC 537.

NPTC 536 Frail Elderly Health Management Practicum (2)

Provides a faculty-supervised clinical practicum in collaborative practice with advanced practice nurse and/or physician preceptors in institutional or community settings where frail elderly individuals are provided with preventive services and health promotion, maintenance and rehabilitation. Emphasizes holistic assessment, maintenance of functional ability and promotion of quality of life. Minimum grade of "B-" required. Includes a seminar component that must be taken concurrently. Concurrent and/or prior enrollment in NPTC 534. Lab fee required.

NPTC 537 Adults With Long-Term Health Problems Practicum (2)

Provides a faculty-supervised clinical practicum in collaborative practice with N.P. and/or physician preceptors in settings where case management is implemented to facilitate health care transitions and continuity of care for adults and older adults with complex long-term health problems. Emphasizes assisting clients and their families to achieve optimum health, functional ability and quality of life. Minimum grade of "B-" required. Includes a seminar component that must be taken concurrently. Concurrent enrollment in NPTC 535. Lab fee required.

NPTC 538 Child Health Management Practicum (2)

Provides a concentrated clinical experience in the assessment, management and evaluation of infants and children in primary care settings. Minimum grade of "B-" required. Includes a seminar component that must be taken concurrently. Concurrent enrollment in NPTC 528. Lab fee required.

NPTC 541 Selective Clinical Practicum (1-3)

Concentrated clinical experience in primary care settings selected by the student to meet individual learning needs and career goals. Minimum grade of "B-" required. Pre or co-requisite: One N.P. practicum course or consent of the APN program director. (Repeatable for credit)

NPTC 547 Primary Care of Children and Adolescents with Complex Health Problems (3)

Focuses on assessment and management of complex health states in individuals from birth through adolescence, in a collaborative, primary-care setting, by the pediatric nurse practitioner. Builds upon concepts of well child care and the management of common pediatric health problems. Presents the theory base for the diagnosis and management of more complex health problems. Includes pharmacotherapeutic modalities. Emphasizes the child as an individual, a member of a family and a member of a community. Prerequisites: NPTC 513, 514, 528, 538; concurrent enrollment in NPTC 548.

NPTC 548 Primary Care Practicum of Children and Adolescents with Complex Health Problems Practicum (2)

Provides clinical experience in the assessment and management of complex health problems of infants, children and adolescents in primary care settings. Emphasizes clinical diagnostic reasoning and collaboration with other members of the pediatric health care team. Clinical supervision is provided by pediatric nurse practitioner faculty and on-site pediatric preceptors. Includes a seminar component that must be taken concurrently which provides opportunities for synthesis of theoretical and experiential learning as well as professional role development. Minimum grade of "B-" required. Prerequisites: NPTC 513, 514, 528, 538; concurrent enrollment in NPTC 547. Lab fee required.

NPTC 549 Primary Care of Children and Adolescents with Chronic Illness (3)

Examines management of selected chronic illnesses in children from birth through adolescence which can be appropriately managed by the pediatric nurse practitioner in collaborative practice. Provides the theoretical and knowledge bases for diagnosis and management of children with chronic illness in a primary care or subspecialty care setting including well child care, variations in growth and

development and the management of common pediatric health problems. Emphasizes the child as an individual, a member of a family and a member of the community. Prerequisites: NPTC 513, 514, 528, 538; concurrent enrollment in NPTC 550.

NPTC 550 Primary Care of Children and Adolescents with Chronic Illness Practicum (2)

Provides clinical experience in assessing and managing children and adolescents with common chronic illnesses in the primary care setting. Emphasizes coordination of multi-disciplinary care to assist children, adolescents and their families to improve self-management of chronic illness and develop behaviors that promote and maintain health. Clinical supervision is provided by N.P. faculty and on-site preceptors in a variety of ambulatory care settings. Includes a seminar component that must be taken concurrently which provides opportunities to synthesize theoretical and experiential learning as well as develop the professional pediatric practitioner role. Minimum grade of "B-" required. Prerequisites: NPTC 513, 514, 528, 538; concurrent enrollment in NPTC 549. Lab fee required.

NPTC 582 Women's Health Care (2)

Prepares N.P.s for the care of women across the lifespan with an emphasis on the reproductive-gynecological health of the client. Focuses on use of assessment, diagnosis, management and outcome evaluation in order to provide care that encompasses the psychosocial and physical needs of women. Nationally accepted evidence-based guidelines and standards are applied to promote integrated delivery of women's health care. Prerequisites: NPTC 528, 538 for F.N.P. students; NPTC 532, 533 for A.N.P. students; concurrent enrollment in NPTC 583.

NPTC 583 Women's Health Care Practicum (1)

Prepares N.P.s for the care of women across the lifespan with an emphasis on the reproductive-gynecological health of the client. Focuses on assessment, diagnosis, management and outcome evaluation using nationally accepted evidence-based guidelines and standards to promote integrated delivery of women's health care. Includes a seminar component that must be taken concurrently. Minimum grade of "B-" required. Prerequisites: NPTC 528, 538 for F.N.P. students; NPTC 532, 533 for A.N.P. students; concurrent enrollment in NPTC 582. Lab fee required.

NPTC 597 Independent Clinical Practicum (1-3)

Focuses on further development of clinical knowledge and expertise in a selected area of primary care practice and the design and implementation of a clinical project related to the N.P. advanced practice role. Clinical supervision is provided by nurse practitioner faculty and on-site N.P. or physician preceptors. Requires submission of *Intent to Register* form and project approval. The project represents

an innovative approach to a clinical problem or professional issue relevant to practice. Includes a seminar component that must be taken concurrently. Minimum grade of "B-" required. Prerequisites: Core courses and two clinical management semesters or consent of instructor. Lab fee required. (Repeatable for credit)

PH.D.N. COURSES

Please Note: Course descriptions list the course number, the course title and the number of semester-units in parentheses.

PHDN 601 Logics of Inquiry (3)

Explores epistemological and ontological foundations of science and how they influence the development of the science of nursing. Examines specific philosophical traditions such as empiricism, phenomenology, critical and feminist theory for their relevance to nursing.

PHDN 602 Theory Development in Nursing (3)

Focuses on theory building, the nature of theory formation, critical analysis and synthesis of theoretical frameworks. Prerequisite: PHDN 601

PHDN 607 Applied Statistics and Quantitative Research Methods (3)

Examines a variety of quantitative research designs and data collection and statistical analysis procedures appropriate to each. Students interpret statistical computer output.

PHDN 640 Bioethical Issues in Nursing (3)

Focuses on the process of ethical inquiry and its relevance for contemporary nursing practice, education and research. Ethical theories and frameworks are explored as the basis for professional decision making and public policy determination and include justice, caring, consideration of the common good and feminist points of view. Contemporary bioethical issues are examined using case analysis and narrative approaches.

PHDN 641 Social, Historical, and Philosophical Bases of Nursing (3)

Explores the historical development of professional nursing emphasizing social, cultural and philosophical phenomena influencing caregiving roles. Analyses historical perspectives of contemporary health care issues and projection of future courses of action.

PHDN 648 Health Policy Analysis (3)

Examines the process of forming health policy from the inception of a need through analysis. Emphasizes policy analysis and the use of models in an attempt to clarify the process. Addresses nursing's participation in the policy-making process and current legislation influencing health related issues.

PHDN 661 Health and Illness Among Culturally Diverse Populations (3)
Explores a wide range of theoretical perspectives related to health and illness. Emphasizes the health and illness experiences of various ethnic, stigmatized, and disenfranchised populations. Students analyze how sociocultural factors shape health behaviors and practices among these groups, as well as research strategies for the study of health and illness among diverse aggregates.

PHDN 662 Feminist Perspectives on the Caring Professions (3)
Explores the significant shift in Western culture away from honoring women as healers to overvaluing the masculine principle and scientific knowledge as viewed from a historical perspective. Introduces new feminist scholarship recognizing the advances of science and calling for a revaluing of the feminine, intuition and caring as crucial aspects of any caring profession.

PHDN 663 Perspectives on Global Health (3)
Analysis of a variety of theoretical perspectives related to the understanding of global health. This course provides an opportunity to examine health care concerns from a global perspective while examining issues relevant to specific countries or regions.

PHDN 664 Dissertation Seminar (3)
Presentation of student's individual research proposals for group discussion and critique.

PHDN 670 Quantitative Designs in Research (3)
Critical analysis of scientific inquiry using advanced nonexperimental (descriptive and correlational) and experimental (quasi- and true experimental) quantitative research designs. Emphasizes application of advanced statistical analyses related to specific research designs. Prerequisites: PHDN 601, 602, 607 or comparable course, or consent of instructor.

PHDN 672 Psychometric Theory and Measurement (3)
Provides an overview of concepts, theories, measurement theories and instruments. Includes critical analysis of relationships between concepts, theories and measurements as well as critical examination of existing instruments based on principles of instrument construction and evaluation. Emphasis is also placed on evaluating instruments in terms of cultural bias, sensitivity and ethical issues. Prerequisites PHDN 601, 602.

PHDN 673 Field Methods (3)
Provides a background in qualitative research, with an emphasis on ethnographic and field research methods and techniques of data collection and analysis. The graduate seminar will help students to develop and acquire skills in observation, description, interviewing, analysis and presentation.

NURS 674 Advanced Psychometric Measurement (3)
Study and application of advanced measurement theory and psychometric techniques in the testing of measures creatively designed by the students. The multi-trait multi-method approach to construct validity and multi-variate techniques of factor analysis are used. Introduces the measurement model of the linear structural relations program where appropriate. Prerequisite: PHDN 672.

PHDN 676 Advanced Qualitative Research Methods (3)
Provides an opportunity for students to build on prior research experiences and further develop their expertise in data analysis. Emphasizes dimensional analysis and grounded theory procedures, epistemological assumptions and logic. Addresses the philosophical traditions of grounded theory and dimensional analysis, specifically pragmatism and symbolic interactionism. Prerequisite: PHDN 673 or comparable course.

PHDN 677 Advanced Quantitative Designs in Research (3)
Critical analysis, synthesis and application of advanced quantitative research designs. Areas of emphasis include: testing the relationship between multiple independent variables and a single dependent variable, between multiple independent and multiple dependent variables; grouping variables or individuals; and analysis of linear structural relations. Prerequisite: PHDN 670 or comparable course.

PHDN 683 Knowledge Dissemination (3)
Aalysis and evaluation of strategies that facilitate knowledge dissemination in academic settings in nursing. Emphasis is on synthesis of literature related to the unique learning needs of the nurse scholar.

PHDN 684 Seminar in Grant Writing (3)
Addresses all aspects of grant writing, including funding sources, proposal writing and management of funded projects.

PHD 685 Writing for Publication (3)
Focuses on scholarly writing in professional nursing. Emphasizes manuscript development for submission for publication. Address multiple venues and publication formats. Emphasizes publication of research findings as well as ethical and legal issues in publication.

PHDN 686 Perspectives in Program Evaluation

Prepares students to design and conduct evaluation of health, education or other service programs. Focuses on principles of program evaluation and models applicable to comprehensive systematic evaluations of complex delivery programs. Students design and implement an evaluation of a specific program. Prerequisites: PHDN 670, 673.

PHDN 693 Residency (3)

Provides intensive experience in a selected area of career development.

PHDN 694 Special Topics in Nursing Research (1-3) Repeatable for credit.

PHDN 695 Dissertation (1-9)

Development and implementation of original research. Candidate must register for at least 3 units per semester until 9 units have been completed. After the completion of 9 units of dissertation, candidates must continue to register for 1 unit each semester to maintain candidacy until the completed dissertation is submitted. Prerequisite: NURS 664 and doctoral candidacy status. (Repeatable for credit)

PHDN 697 Seminar in Vulnerable Populations/Health Disparities Research (3)

Analyzes the state of the science concerning health-related issues and health disparities among vulnerable populations. Theoretical underpinnings, ethical considerations, research methods, instrumentation, findings and implications for further research will be explored.

Paralegal Program

In addition to the graduate degrees and credential programs in a variety of disciplines described in this *bulletin*, the University of San Diego also offers a paralegal certificate program. This program is an alternative to a graduate degree for those who wish to attain a marketable skill within a relatively short time.

A paralegal is a specially trained professional who aids attorneys in the delivery of quality legal services. Employed by law firms, corporations, financial institutions, and government agencies, paralegals work under the supervision of attorneys and may be responsible for preparing pleadings, interviewing clients, researching legal problems, drafting documents and assisting attorneys at trial.

ADMISSION REQUIREMENTS

Applicants must hold a baccalaureate degree from a regionally accredited four-year institution. No previous training in law is required. Applicants who do not have a degree may be considered for the program if they have some college credits and/or business or legal experience. Contact the program office for more information. All applicants must submit two references, official transcripts and arrange for a personal interview.

CURRICULUM

The university offers full-time and part-time day and evening courses. Day program students take Introduction to Law, Legal Research, Computers and choose a specialty in General Litigation or Business Litigation. In addition, each student does an internship in a corporation or law office, clinic or government agency.

Evening program students may choose between the Generalist or Business Practices programs. The Generalist option includes Litigation, Corporations, Criminal Law, Bankruptcy, Probate, Family Law, Real Estate, and Legal Research. Business Practices includes Civil Litigation, Business Entities, Corporations, Administrative Law, Contracts, Intellectual Property, Employment and Labor Law, Remedies and Legal Research. Both evening programs have a computer component.

EMPLOYMENT ASSISTANCE

To assist graduates in finding employment within the legal field, the staff maintains a very active employment assistance program. The program office functions as an intermediary between graduates and the legal and business community. USD makes every effort to assist graduates in securing positions as paralegals. Pre-employment workshops are offered to assist students in developing résumés and preparing for job interviews.

CONTACT INFORMATION

For more information, contact the Paralegal Program office at (619) 260-4579; paralegal@sandiego.edu; www.sandiego.edu/paralegal.

CALENDAR

DAY PROGRAMS

Summer 2007	May 29, 2007 – Sept. 1, 2007
Fall 2007	Sept. 4, 2007 – Dec. 22, 2007
Spring 2008	Jan. 22, 2008 – May 17, 2008
Summer 2008	May 27, 2008 – Aug. 30, 2008

EXTENDED DAY PROGRAMS*

Summer/Fall 2007	May 29, 2007 – Dec. 22, 2007
Fall 2007/Spring 2008	Sept. 4, 2007 – May 17, 2008
Spring/Summer 2008	Jan. 22, 2008 – Aug. 30, 2008
Summer/Fall 2008	May 27, 2008 – Dec. 20, 2008

EVENING PROGRAMS

Summer 2007	June 5, 2007 – May 1, 2008
Fall 2007	Sept. 11, 2007 – Aug. 14, 2008
Spring 2008	Jan. 29, 2008 – Dec. 18, 2008
Summer 2008	June 3, 2008 – April 30, 2009

*Day Program may be taken over two semesters.

Please Note: All dates are subject to change

Paralegal Program

Administration and Faculty

Administration

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President

Elaine V. Atencio, B.S.
Special Assistant to the President and Assistant
Secretary to the Board of Trustees

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University Auditor

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Research and Planning Analyst

Cel Johnson, Ph.D.
Director, Institutional Research and Planning

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Associate Vice President
Executive Director, Athletics

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William F. O'Neill, M.A.
Director, Sponsored Programs

Copley Library

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University Librarian

Steven W. Staninger, M.L.S., M.A.
Associate University Librarian

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Director, Admissions

Judith Lewis Logue, M.S.
Director, Financial Aid Services

Lisa Bach, B.A.
Associate Director, Financial Aid Services

Susan H. Bugbee, M.A.
Registrar

Yvette M. Fontaine, M.Ed.
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Assistant Vice President for Facilities Management

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CAMPUS MAP

CAMPUS MAP

HILL STREET
HILL STREET
CAMINO WAY
MARIAN WAY
MARIAN WAY
MORRIS DRIVE
LINDA VISTA ROAD
VIA LAS CUMBRES
SAN DIMAS AVE
EAST ENTRANCE
WEST ENTRANCE

N

Parking
Tram Route

Street
Tram Stop

ACADEMIC/ADMINISTRATIVE BUILDINGS

7	Alcalá Park West - Coronado	35	Legal Research Center
8	Alcalá Park West - Barcelona	32	Loma Hall & Book Store
12	Alcalá Park West - Ávila	25	Maher Hall
13	Alcalá Park West - Durango	20	Manchester Executive Conference Center
15	Camino Hall	34	Mission Crossroads
11	Copley Library	18	Olin Hall
41	Degheri Alumni Center	23	Procurement & Print Shop
4	Facilities Management Complex	26	Public Safety, Parking Services & Visitor Info
19	Founders Hall	14	Sacred Heart Hall
28	Guadalupe Hall	29	Serra Hall
22	Hahn School of Nursing	16	Shiley Center for Science & Technology
30	Hahn University Center	5	School of Leadership and Education
10	Health Center		Sciences (under construction)
24	Hughes Administration	31	Warren Hall School of Law
9	Joan B. Kroc Institute for Peace & Justice		

ATHLETIC FACILITIES

44	Cunningham Baseball Field
52	East Tennis Courts
46	Field House
45	Jenny Craig Pavilion
39	Manchester Valley Field
51	Pool
40	Softball Field
48	Sports Center
36	Sports Field
49	Torero Stadium
38	Valley Field
50	Weight Room
3	West Tennis Courts

CHURCHES

17	Founders Chapel
21	The Immaculata Parish Church

RESIDENCE HALLS/HOUSING

53	Alcalá Vista Apartments
15	Camino Hall
1	Casa de Alcalá
6	Casa de la Paz
19	Founders Hall
25	Maher Hall
47	Manchester Village Apartments
32	Mission Housing Complex
27	Presidio Terrace Apartments
37	San Antonio de Padua
33	Santa Anita Missions
42	University Terrace Apartments

PARKING STRUCTURES

43	Mission Parking
2	West Marian Way Parking

CAMPUS MAP

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