

University of San Diego

Digital USD

---

Graduate Course Catalogs

University of San Diego Course Catalogs

---

2013

## Bulletin of the University of San Diego Graduate Division 2013-2015

University of San Diego

Follow this and additional works at: <https://digital.sandiego.edu/coursecatalogs-grad>

---

### Digital USD Citation

University of San Diego, "Bulletin of the University of San Diego Graduate Division 2013-2015" (2013).  
*Graduate Course Catalogs*. 27.

<https://digital.sandiego.edu/coursecatalogs-grad/27>

This Catalog is brought to you for free and open access by the University of San Diego Course Catalogs at Digital USD. It has been accepted for inclusion in Graduate Course Catalogs by an authorized administrator of Digital USD. For more information, please contact [digital@sandiego.edu](mailto:digital@sandiego.edu).

LD  
4881  
.S1565  
A5  
G7  
2013-15



# graduate

course catalog  
2013-2015

A blue-tinted photograph of a large, ornate building, likely a university or government structure, with a prominent palm tree in the foreground. The building features multiple stories, arched windows, and a decorative roofline. The palm tree is large and dominates the right side of the frame. The overall scene is set in a well-maintained area with some greenery and a fence in the lower foreground.

graduate | 2013–2015

# course catalog



## President's Message

Dear Graduate Student,

You have made a life-changing decision to pursue your graduate degree at the University of San Diego. Not only will you gain the professional preparation and expertise necessary to propel your career forward, but you will also become a lifelong member of the Torero family. You are now part of a vast network of faculty mentors, colleagues, professional contacts, and USD alumni the world over who will help you realize your career aspirations and become significant professional resources.

The 2013–2015 Graduate Course Catalog is another important resource. It is designed to provide valuable, timely information in a convenient format to guide you through your academic program. It offers detailed information about our degree requirements, course descriptions, and excellent faculty. Please consider the University of San Diego your academic home, and take full advantage of all that your faculty, the staff, and the campus itself have to offer.

The University of San Diego is a community dedicated to your success in making a genuine difference in the world. You have embarked on a journey that will be both challenging and rewarding, a journey of personal discovery and development, and one that will lead to new and exciting professional opportunities.

I wish you every success in your studies and in all that your future holds for you.

Sincerely,

A handwritten signature in cursive script that reads "Mary E. Lyons".

Mary E. Lyons, PhD  
President  
University of San Diego



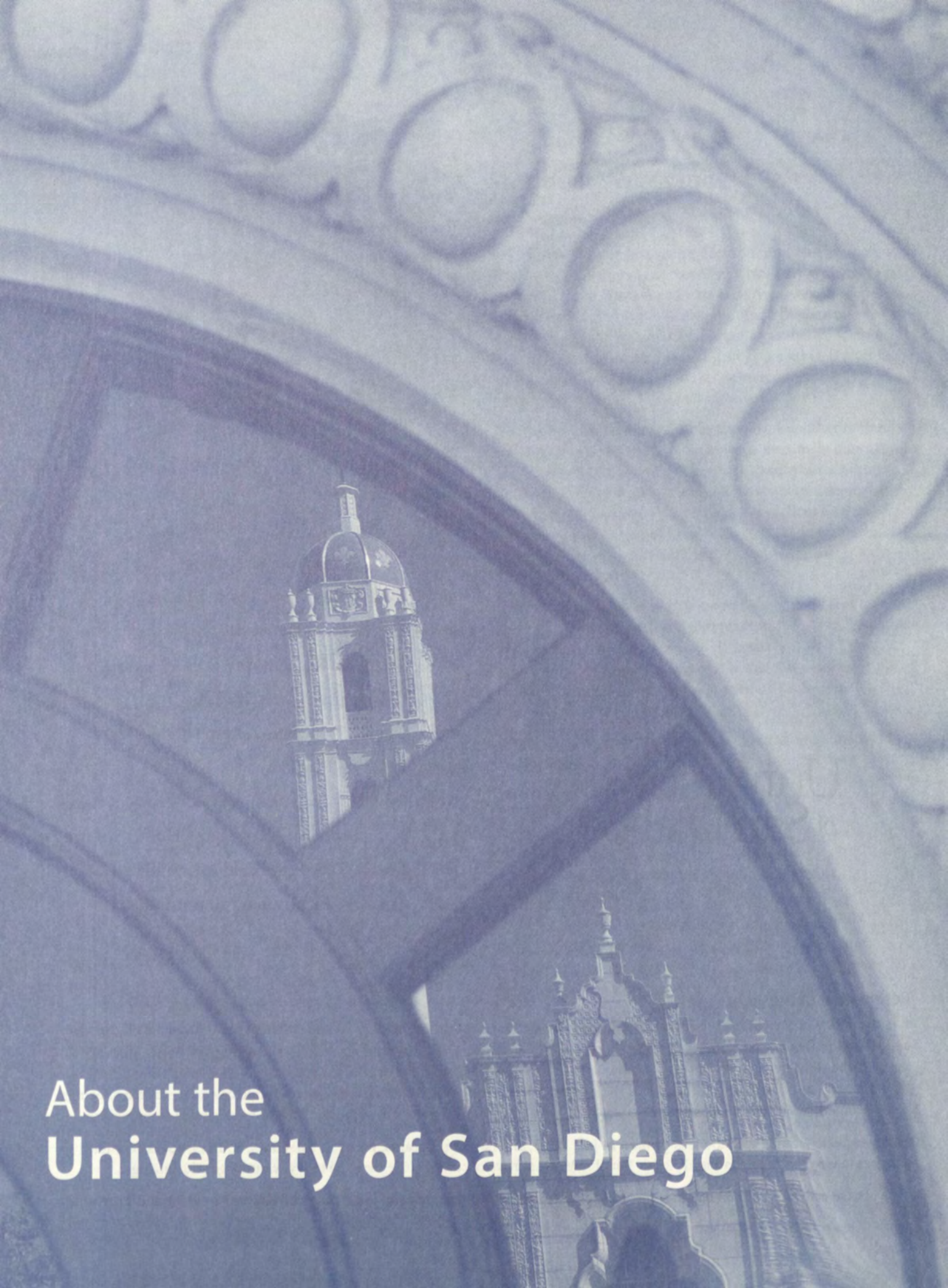
7	Official Recognition and Accreditation
10	Policies and Practices
17	Graduate Degrees Offered
18	Academic Calendar
22	Admission
28	Expenses and Tuition
30	Financial Assistance
32	Registration Policies and Procedures
39	The Master's Degree
39	The Doctoral Degree
40	Student Services
48	Academics
48	Study Abroad Opportunities
50	Information Resources and Facilities
50	Summer and Intersession
50	Academic Regulations
53	College of Arts and Sciences
69	School of Business Administration
114	Paralegal Program
117	School of Leadership and Education Sciences
173	Hahn School of Nursing and Health Science
197	Joan B. Kroc School of Peace Studies
203	Trustees, Faculty and Administration
215	Index

### 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 course catalog or other university publications. The university nevertheless hereby gives notice that it reserves the right to expand, delete or otherwise modify its degree programs or courses of study, to change its rules affecting the admission and retention of students or the granting of credit or degrees, to change the academic calendar, course offerings, course content or to alter its fees and other charges, whenever such changes are adjudged by it to be desirable or necessary.

This Graduate Course Catalog was printed in July 2013, and covers programs, policies, calendars, courses, course content and fees in effect as of September 1, 2013. For changes that have occurred since then, go to [www.sandiego.edu/catalogs](http://www.sandiego.edu/catalogs).

This course catalog is a publication of the Office of Academic Publications and the Office of the Vice President and Provost.



About the  
**University of San Diego**

## History

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

The Catholic university which, like our city, is named for San Diego de Alcalá, was founded in 1949 by Most Reverend Charles Francis Buddy, DD, 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, RSCJ, 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, coeducational Catholic university. The governance of the university was transferred from the diocese to an independent Board of Trustees. USD is now organized into seven divisions: the College of Arts and Sciences; the School of Business Administration; the School of Law; the School of Leadership and Education Sciences; the Joan B. Kroc School of Peace Studies; the Shiley-Marcos School of Engineering; 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. USD became the center of national attention on Oct. 16, 1996, when it hosted the United States Presidential Debate. In addition, in September 2011, USD was named an Ashoka U Changemaker Campus, one of only 15 higher education institutions to earn the designation. Ashoka U is a program

of Ashoka: Innovators for the Public, a nonprofit, global association of more than 2,500 leading social entrepreneurs.

The men and women who share the life of USD 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 USD.

## 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, USD is on a prominent hilltop where it attains landmark status in the city. The USD 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 Student Life Pavilion, the Manchester Executive Conference Center; Loma Hall; Founders Hall; Camino Hall, including the Shiley Theatre; The Joan B. Kroc Institute for Peace & Justice; The Donald P. Shiley Center for Science and Technology; Mother Rosalie Hill Hall; the Degheri Alumni Center; several other administrative and classroom buildings; and residential areas.

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

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

## A Nonprofit Corporation

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



## Official Recognition and Accreditation

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

The USD Department of Chemistry is on the list of colleges and universities approved by the American Chemical Society (1155 Sixteenth St., N.W., Washington, D.C. 20036; (202) 872-6066).

The undergraduate and graduate programs of the School of Business Administration are accredited by the AACSB International—The Association to Advance Collegiate Schools of Business (777 South Harbour Island Blvd., Suite 750, Tampa, FL 33602-5730; (813) 769-6500). The dual BS/BA degree programs in Electrical Engineering, Industrial and Systems Engineering and Mechanical Engineering are accredited by the ABET-Engineering Accreditation Commission (111 Market Place, Suite 1050, Baltimore, MD 21202-4012; (410) 347-7700).

The Marital and Family Therapy program in the School of Leadership and Education Sciences is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) (112 South Alfred St., Alexandria, VA 22314; (703) 838-9808).

The Professional Education Unit (PEU) in 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 includes Learning and Teaching, School Counseling, Special Education and School Leadership programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

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

The Predoctoral internship in Professional Psychology is accredited by the American Psychological Association (APA).

The university is authorized by the California Commission on Teacher Credentialing (CTC) (1900 Capitol Ave., Sacramento, CA 95814; (916) 445-7254) to recommend

candidates for the Multiple Bi-lingual, Crosscultural, Language and Academic Development (BCLAD) emphasis teaching credential, Multiple Subject and Single Subject teaching credentials, the Education Specialist Teaching Credential (Special Education, Mild to Moderate Disabilities), the Administrative Services Credential and the Pupil Personnel Service Credential.

The Special Education program in the School of Leadership and Education Sciences is nationally recognized by The Council for Exceptional Children (CEC) (1110 North Glebe Rd., Suite 300, Arlington, VA 22201; (703) 620-3660).

The programs of the Hahn School of Nursing and Health Science are accredited by the Commission on Collegiate Nursing Education (CCNE) (One Dupont Circle, NW, Suite 530, Washington, D.C. 20036-1120; (202) 887-6791) and are approved by the California Board of Registered Nursing (BRN).

The School of Law is accredited by the American Bar Association (750 N. Lake Shore Dr., Chicago, IL 60611) and is a member of The Order of the Coif and the Association of American Law Schools.

## Memberships

The University of San Diego holds membership in the following:

- AACSB International—The Association to Advance Collegiate Schools of Business
- ACCED—I Membership (Meeting Excellence on Campus)
- Air and Waste Management Association
- Accreditation Board for Engineering & Technology, Inc.
- American Assembly of Collegiate Schools of Business
- American Association for Paralegal Education
- American Association of Affirmative Action
- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Hispanics in Higher Education, Inc.
- American Association of University Women (AAUW)
- American Bar Association
- American Camping Association
- American College Health Association (ACHA)
- American College Personnel Association (ACPA)
- American Council of Learned Societies
- American Council on Education (ACE)
- American Football Coaches Association
- American Institute of Architects
- American Payroll Association

- American Society of Comparative Law  
 American Society for Engineering Education  
 American Society of Engineers  
 American Society Training and Development  
 American Volleyball Coaches Association  
 ASIA Network  
 Association for College & University Auditors (ACUA)  
 Association for Financial Professionals  
 Association for the Advancement of Sustainability  
 in Higher Education  
 Association of American Colleges and Universities  
 Association of American Law Schools  
 Association of Borderlands Studies  
 Association of Catholic Colleges and Universities (ACCU)  
 Association of College Administration Professionals (ACAP)  
 Association of College and University Housing Officers–  
 International  
 Association of College Unions International  
 Association of Collegiate Conference and Events Directors  
 Association of Continuity Planners  
 Association of Corporate Counsel  
 Association of Governing Boards of Universities  
 and Colleges  
 Association of Graduate Schools in Catholic Colleges  
 and Universities  
 Association of Higher Education Facilities Officers  
 Association of Independent California Colleges and  
 Universities (AICCU)  
 Association of International Education Administrators  
 Association of NROTC Colleges and Universities  
 Association of Rocky Mountain College and University Mail  
 Services (ARMCUMS)  
 Association of Student Affairs at Catholic Colleges  
 and Universities  
 Association of the U.S. Army  
 Balboa Art Conversion Center  
 Better Business Bureau  
 BIOCUM  
 California Association of College Stores  
 California Association of Colleges of Nursing  
 California Campus Compact  
 California College and University Police Chief's Association  
 (CCUPCA)  
 California Council of Cultural Centers in Higher Education  
 (CaCCCHE)  
 California Restaurant Association  
 California Teachers of English to Speakers of Other  
 Languages (CATESOL)  
 Campus Computer Resellers Alliance  
 Campus Safety Health and Environmental Management  
 (CSHEMA)  
 Catholic Campus Ministry Association (CCMA)  
 Center for Academic Integrity  
 Charter 100  
 College and University Professional Association (CUPA)  
 College Board (College Entrance Examination Board and  
 Scholarship Service)  
 Collegiate Athletic Business Management Association  
 Collegiate Rowing Coaches Association  
 Collegium  
 Commission on Accreditation for Marriage and Family  
 Therapy Education  
 Commission on Collegiate Nursing Education  
 CONNECT  
 Connect 2 One  
 Consejo Latinoamericana de Escuela de Administracion  
 Consorcio para la Colaboración en la Educación Superior en  
 América del Norte  
 Consortium for North American Higher Education  
 Collaboration (CONAHEC)  
 Corporate Directors Forum  
 Council for Accreditation of Counseling and Related  
 Educational Programs (CACREP)  
 Council for Advancement and Support of Education (CASE)  
 Council for Exceptional Children (CEC)  
 Council for Higher Education Accreditation (WASC)  
 Council for Opportunity in Education  
 Council on Undergraduate Research  
 Educause  
 Family Firm Institute (FFI)  
 Greater San Diego Employers Association  
 Higher Education Publications  
 Higher Education Recruitment Consortium (HERC)  
 Hispanic Association of Colleges and Universities (HACU)  
 Hispanic Summer Program  
 Independent College Bookstore Association  
 Independent Colleges of Southern California (ICSC)  
 Info Ed International  
 Information Systems Audit and Control Association  
 Institute of Internal Auditors  
 Intercollegiate Tennis Association  
 International Association of Assembly Managers  
 International Association of Campus Law Enforcement  
 Administrators (IACLEA)  
 International Association of Chiefs of Police (IACP)  
 International Association of University Presidents  
 International Federation of Catholic Universities  
 International Leadership Association  
 International Parking Institute  
 International Special Events Society San Diego Chapter  
 (ISES San Diego)  
 Japan Society of San Diego  
 Leadership Alliance  
 Lern

Meeting Planners International San Diego Chapter (SDMPI)  
 Mountain Pacific Association of Colleges and Employers  
 NAFSA: Association of International Educators  
 National Alliance of Business  
 National Association for Campus Activities (NACA)  
 National Association for Law Placement  
 National Association for President's Assistants  
     in Higher Education  
 National Association of Athletic Development Directors  
 National Association of Basketball Coaches  
 National Association for Campus Activities (NACA)  
 National Association of Campus Card Users  
 National Association of College Admission Counselors  
 National Association of College and University Attorneys  
 National Association of College and University Business  
     Officers (NACUBO)  
 National Association of College and University Food Service  
 National Association of College and University Mail  
     Services  
 National Association of College Stores and Campus  
     Computer Resellers Alliance  
 National Association of Colleges and Employers  
 National Association of Collegiate Concessionaires  
 National Association of Collegiate Directors of Athletics  
 National Association of Collegiate Marketing Administrators  
 National Association of Convenience Stores  
 National Association of Educational Procurement  
 National Association of Foreign Student Affairs (NAFSA)  
 National Association of Independent Colleges  
     and Universities (NAICU)  
 National Association of Student Financial Aid  
     Administrators  
 National Association of Student Personnel  
     Administrators (NASPA)  
 National Association of Women in Higher Education  
 National Athletic Training Association  
 National Collegiate Athletic Association  
 National Collegiate Honors Council  
 National Communication Association  
 National Council for Accreditation of Teacher Education  
 National Council for Research on Women  
 National Fastpitch Coaches Association  
 National Fire Protection Association  
 National Intramural-Recreation Sports Association  
 National Letter of Intent Program  
 National Restaurant Association  
 National Soccer Coaches Association of America  
 National Strength and Conditioning Association  
 North American Association of Summer Sessions  
 Order of the Coif  
 Otay Mesa Chamber of Commerce  
 Pacific Association of Collegiate Registrars and  
     Admissions Officers  
 Phi Beta Kappa Society  
 Pacific Coast Softball Conference  
 Phi Delta Kappa  
 Pioneer Football League  
 Professional and Organizational Development Network  
     in Higher Education  
 Risk & Insurance Management Society  
 Rotary Club of San Diego  
 San Diego Business Journal  
 San Diego City Schools University & College Police Chiefs  
     Association  
 San Diego Convention and Visitors Bureau  
 San Diego County Alcohol Policy Panel  
 San Diego Economic Development Corporation  
 San Diego Law Enforcement Training Managers Association  
     (SDTMA)  
 San Diego Regional Chamber of Commerce  
 San Diego Regional Economic Development Corporation  
 San Diego World Affairs Council  
 Society for College and University Planning  
 Society for Collegiate Travel Management  
 Society of Human Resource Management  
 South California Higher Education Recruitment Consortium  
 Southern California Consortium on International Studies  
 Student & Youth Travel Association (SYTA)  
 Teachers of English to Speakers of Other Languages  
     (TESOL)  
 The Trusteeship  
 Tuition Exchange  
 Unique Venues  
 United States Naval Institute  
 University Risk Management and Insurance Association  
 Urban League  
 Used Book Association  
 West Coast Conference  
 Western Association of College and University  
     Business Officers (NACUBO)  
 Western Association of College and University  
     Housing Officers  
 Western Association of Graduate Schools  
 Western Association of Schools and Colleges  
 Western College Association and Western Association  
     of Schools and Colleges (WASC)  
 Western Athletic Conference  
 Western Economic Association International  
 Western Institute of Nursing  
 Western Intercollegiate Rowing Association  
 Women's Basketball Coaches Association

## Policies

### Equal Opportunity

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

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

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

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

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

### Policy Prohibiting Discrimination and Harassment

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

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

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

### Definitions

#### Discrimination

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

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

## Harassment

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

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

## 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:

Director of Equal Opportunity and Affirmative Action  
and Title IX Coordinator  
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 232  
5998 Alcalá Park  
San Diego, CA 92110  
(619) 260-4588

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

### 3. Complaints Against Faculty:

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

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

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

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

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

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

Dean, Joan B. Kroc School of Peace Studies  
Joan B. Kroc Institute for Peace & Justice 113  
5998 Alcalá Park  
San Diego, CA 92110  
(619) 260-7919

Dean, Shiley-Marcos School of Engineering  
Loma Hall 336C  
5998 Alcalá Park  
San Diego, CA 92110  
(619) 260-4627

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

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

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

### Investigation and Corrective Action

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

If the conclusion of the investigation is that unlawful discrimination or harassment occurred, the university will initiate corrective action, as appropriate under the circumstances. For employees, the corrective action may range from verbal warnings up to and including termination from employment. For students, the corrective action will be imposed in a manner consistent with the university's Student Code or other applicable procedures. If the

individual found to have engaged in the unlawful discrimination or harassment is not an employee or student of the university, corrective action within the reasonable control of the university and as appropriate under the circumstances, will be initiated.

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

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

### Retaliation Prohibited

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

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

### Right to Appeal

An employee or student who is found to have engaged in unlawful discrimination, harassment or retaliation in violation of this policy shall have the right to appeal the decision. Similarly, a complainant may appeal the decision.

If a vice president was the university's designated officer responsible for handling the complaint, the appeal must be made to the president or the president's designee. If someone other than a vice president was the university's designated officer responsible for handling the complaint, the appeal must be made to the vice president to whom that designated officer reports. The appeal may address the decision of whether unlawful discrimination, harassment or retaliation occurred and it also may address the corrective action imposed.

The appeal must be submitted in writing within ten (10) working days after written notification of the results of the

investigation. The appeal should describe with specificity why the findings or corrective action imposed were not reasonably based upon the evidence and information made available to the investigator and/or the university official who made the decision regarding the corrective action.

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

The president or the vice president who is deciding the appeal will provide the decision to the individual who submitted the appeal within 45 days of receipt of the written appeal. The decision of the president or the vice president who is deciding the appeal is final.

During the time of the appeal and review, any corrective action taken as a result of the original complaint may be implemented and enforced.

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

## Acts of Intolerance

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

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

Some acts of intolerance rise to the level of a hate crime. Under California law, a hate crime means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or

ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics. Hate crimes are not separate distinct crimes, but rather are traditional offenses motivated by the offender's bias. Hate crimes may include crimes involving not only offenses against persons but also offenses involving damage to property, such as breaking windows of religious institutions, spray painting walls with offensive words and/or symbols, or defacing or burning property. It is a violation of both California law and university policy to commit a hate crime.

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

The university encourages the prompt reporting of all acts of intolerance. A supervisor or manager who receives a complaint related to an act of intolerance, or observes or is otherwise aware of an incident involving an act of intolerance, shall promptly inform the appropriate university's designated officer as described in the university's Acts of Intolerance Response Procedures.

USD expects all members of the university community to comply with the law and applicable university policies, including the Student Code of Rights and Responsibilities and the Policy Prohibiting Discrimination and Harassment. For more information, please see the university's Acts of Intolerance Response Procedures which can be obtained through the Office of the Vice President for Student Affairs or through the Department of Human Resources.

## Family Educational Rights and Privacy Act of 1974

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

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

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

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

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

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

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

Students may amend or correct their records if information there is inaccurate, misleading, or incomplete. Students have the right to a hearing if the records are not corrected. If a student is dissatisfied with the results of a hearing, he or she may place a statement in the records to that effect. If a student feels that the institution has not fully honored his or her privacy rights under FERPA, a written complaint may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

Please refer to the USD FERPA website for additional information, [www.sandiego.edu/registrar/ferpa](http://www.sandiego.edu/registrar/ferpa).

## Section 504 of the Rehabilitation Act of 1973

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

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

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



## The Americans with Disabilities Act of 1990 (ADA)

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

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

## Grade Grievance Procedures

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

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

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

The procedure for a grade grievance is as follows:

1. Initial grade/grievance must be addressed to the instructor in the course.
2. In those rare circumstances when no agreement is reached in number 1 (above), the student may seek advice from the department chair.
3. If the matter is not satisfactorily settled at number 2 (above), the student then may seek advice from the dean who will refer the matter to a standing faculty committee (e.g. academic affairs).

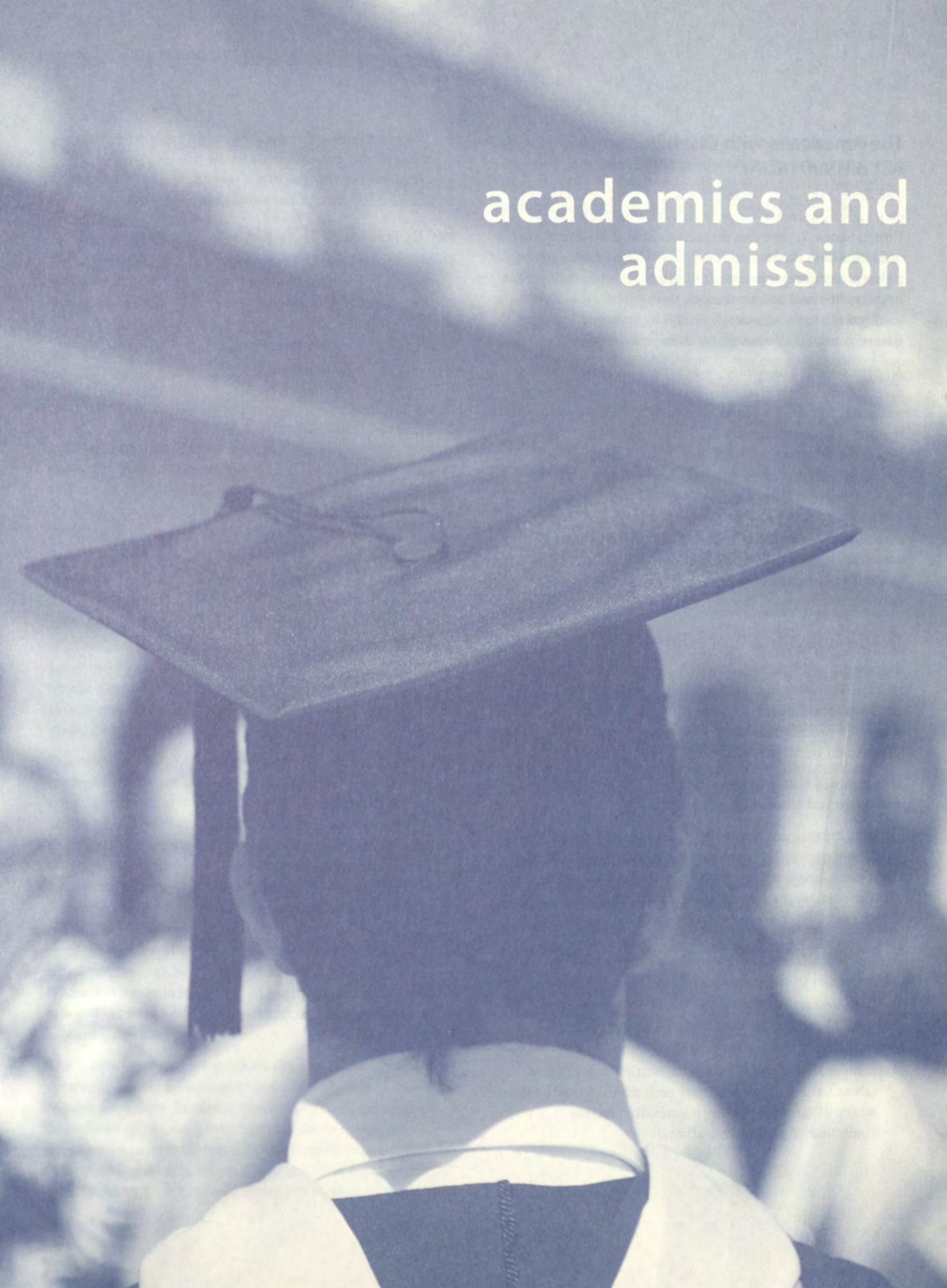
4. The committee will hear the student's grievance and make its recommendations to the parties involved. At every level in this grievance procedure, the instructor must be apprised of the situation.

## Responsibility of Students

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

## Student Conduct

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

A photograph of a graduate in a black cap and gown, seen from behind. The graduate is wearing a black mortarboard cap with a tassel. The background is a blurred crowd of other graduates, suggesting a large ceremony. The lighting is soft, and the overall tone is blue and white.

academics and  
admission

## Graduate Degrees

### College of Arts and Sciences

MA in History  
 MA in International Relations  
 MFA in Dramatic Arts  
 MS in Marine Science

### School of Business Administration

International Master of Business Administration (IMBA)  
 International Master of Business Administration and Juris Doctor (IMBA/JD)  
 Master of Arts in International Relations and Juris Doctor (MA/JD)  
 Master of Business Administration (MBA)  
 Master of Business Administration and Juris Doctor (MBA/JD)  
 MBA/IMBA and MS in Real Estate  
 MS in Accountancy  
 MS in Executive Leadership  
 MS in Global Leadership with Certificate in Project Management  
 MS in Real Estate  
 MS in Supply Chain Management  
 MS in Taxation

### International Dual Degree Programs

University of San Diego with Tecnológico de Monterrey (Tec)  
 USD: MBA or IMBA  
 Tec: MBA, MS in Finance, or MS in Marketing  
 University of San Diego with Otto Beisheim School of Management (WHU)  
 USD: MBA or IMBA  
 WHU: MBA

### School of Law

Juris Doctor (JD)  
 Juris Doctor and Master of Business Administration (JD/MBA)  
 Juris Doctor and International Master of Business Administration (JD/IMBA)  
 Juris Doctor and Master of Arts in International Relations (JD/MA)  
 Juris Doctor and Master of Laws in Taxation Option (JD/LLM)  
 General Master of Laws (LLM) with concentration  
 Master of Laws (LLM) in Business and Corporate Law  
 Master of Laws (LLM) in Comparative Law (for international attorneys)  
 Master of Laws (LLM) in International Law  
 Master of Laws (LLM) in Taxation  
 Master of Science (MS) in Legal Studies

### School of Leadership and Education Sciences

MA Counseling, School Counseling  
 MA Counseling, Clinical Mental Health Counseling  
 MA in Higher Education Leadership  
 MA in Leadership Studies  
 MA in Marital and Family Therapy  
 MA in Nonprofit Leadership and Management  
 MA in Teaching (MAT)  
 MEd in Curriculum and Instruction  
 MEd in Special Education  
 MEd in TESOL, Literacy and Culture  
 PhD in Leadership Studies

### Hahn School of Nursing and Health Science

Master's Entry Program in Nursing (for non-RNs with bachelors or higher degrees)  
 MS in Health Care Informatics  
 MSN, Adult-Gerontology Clinical Nurse Specialist  
 MSN, Adult-Gerontology Nurse Practitioner/Family Nurse Practitioner  
 MSN, Clinical Nursing  
 MSN, Executive Nurse Leader  
 MSN, Family Nurse Practitioner  
 MSN, Health Care Informatics  
 MSN, Pediatric Nurse Practitioner/Family Nurse Practitioner  
 MSN, Family/Lifespan Psychiatric-Mental Health Nurse Practitioner  
 PhD in Nursing  
 Doctor of Nursing Practice (DNP)

### Joan B. Kroc School of Peace Studies

MA in Peace and Justice Studies

## Academic Calendar

### Fall 2013

**Wednesday, Aug. 28, 2013**

Final registration and fee payment deadline

**Thursday, Aug. 29, 2013**

Late registration fee begins (\$150)

Monthly late payment penalty begins

**Monday, Sept. 2, 2013**

Labor Day holiday (no classes; offices closed)

**Wednesday, Sept. 4, 2013**

Classes begin

**Thursday, Sept. 12, 2013**

Mass of the Holy Spirit

**Friday, Sept. 13, 2013**

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

Deadline 100% tuition refund

**Friday, Sept. 20, 2013**

Deadline 90 percent tuition refund

**Friday, Sept. 27, 2013**

Deadline 80 percent tuition refund

**Tuesday, Oct. 1, 2013**

Financial aid application for Intersession 2014 available

**Tuesday–Wednesday, Oct. 1–30, 2013**

Online class reservation for Intersession 2014

**Friday, Oct. 4, 2013**

Deadline 70 percent tuition refund

**Monday, Oct. 14, 2013**

Last day to petition for May 2014 graduation

**Friday, Oct. 18, 2013**

Deadline 60 percent tuition refund

**Friday, Oct. 25, 2013**

Fall holiday (no classes)

**Monday, Oct. 28, 2013**

Deadline 50 percent tuition refund

**Friday, Nov. 1, 2013**

Class reservation begins for Spring 2014

Walk-in registration begins for Intersession 2014

**Saturday, Nov. 2, 2013**

Priority deadline for Intersession 2014 financial aid applications

**Wednesday, Nov. 6, 2013**

Deadline to select grade or Pass/Fail option

**Wednesday, Nov. 13, 2013**

Last day to withdraw from classes with 'W'

Deadline for removal of Incompletes from Spring and Summer 2013

**Friday, Nov. 15, 2013**

Final fee payment deadline for Intersession 2014 online registration

**Tuesday, Nov. 26, 2013**

Deadline for completion of dissertation defense for Jan. 2014 graduation (PhD, EdD)

**Wednesday–Friday, Nov. 27–29, 2013**

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

**Friday, Dec. 13, 2013**

Last day of classes

Last day to petition for Aug. 2014 graduation

Completed dissertations and all fees and forms due in the Registrar's Office for Jan. 2014 graduation (PhD, EdD)

Two bound copies of completed master's thesis due in the Registrar's Office for Jan. 2014 graduation

**Monday–Friday, Dec. 16–20, 2013**

Final examinations

**Monday, Jan. 6, 2014**

Final grades due

### Intersession 2014

See the Intersession Course Catalog for specific courses, dates and registration procedures.

**Monday, Jan. 6, 2014**

First day of Intersession classes

**Monday, Jan. 20, 2014**

Martin Luther King Jr. holiday (no classes; offices closed)

**Friday, Jan. 24, 2014**

Last day of Intersession classes

**Spring 2014****Tuesday, Jan. 21, 2014**

Final registration and final fee payment deadline without penalty

**Wednesday, Jan. 22, 2014**

Late registration fee begins (\$150)

Monthly late payment penalty begins

**Monday, Jan. 27, 2014**

Classes begin

**Thursday, Jan. 30, 2014**

All Faith Service

**Saturday, Feb. 1, 2014**

Financial aid applications for Summer 2014 available

**Wednesday, Feb. 5, 2014**

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

Deadline 100 percent tuition refund

**Wednesday, Feb. 12, 2014**

Deadline 90 percent tuition refund

**Wednesday, Feb. 19, 2014**

Deadline 80 percent tuition refund

**Wednesday, Feb. 26, 2014**

Deadline 70 percent tuition refund

**Monday–Friday, March 3–28, 2014**

Online class reservation for Summer 2014

**Monday–Friday, March 10–14, 2014**

Spring break (no classes)

**Friday, March 14, 2014**

Priority deadline for Summer 2014 financial aid applications

**Wednesday, March 19, 2014**

Deadline 60 percent tuition refund

**Wednesday, March 26, 2014**

Deadline 50 percent tuition refund

**Monday, March 31, 2014**

Deadline to select grade or Pass/Fail option

**Tuesday, April 1, 2014**

Priority deadline for Fall 2015 and Spring 2016 financial aid applications

Class reservation begins for Fall 2014

Walk-in registration begins for Summer 2014

**Monday, April 7, 2014**

Last day to withdraw from classes with a 'W'

Deadline for removal of Incompletes from Fall 2013 and Intersession 2014

**Friday, April 11, 2014**

Final fee payment deadline for Summer 2014 online registration

**Thursday–Monday, April 17–21, 2014**

Easter break (no classes; offices closed on Friday, April 18)

**Tuesday, April 29, 2014**

Deadline for completion of dissertation defense for May 2014 graduation (PhD, EdD)

**Tuesday, May 13, 2014**

Last day of classes

Last day to petition for Jan. 2015 graduation

Completed dissertations and all fees and forms due in the Registrar's Office for May 2014 graduation (PhD, EdD)

Two bound copies of completed master's thesis due in the Registrar's Office for May 2014 graduation

**Friday–Thursday, May 16–22, 2014**

Final examinations

**Saturday–Sunday, May 24–25, 2014**

Commencement

**Thursday, May 29, 2014**

Final grades due

**Summer 2014**

See the Summer Sessions Course Catalog for specific courses, dates and registration procedures.

**Monday, June 2, 2014**

First day of Summer sessions

**Friday, July 25, 2014**

Deadline for completion of dissertation defense for Aug. 2014 graduation (PhD, EdD)

**Friday, Aug. 8, 2014**

Completed dissertations and all fees and forms due in Registrar's Office for Aug. 2014 graduation (PhD, EdD)

Two bound copies of completed Master's thesis due in Registrar's Office for Aug. 2014 graduation (PhD, EdD)

**Friday, Aug. 22, 2014**

Last day of Summer sessions

## Fall 2014

**Wednesday, Aug. 27, 2014**

Final registration and fee payment deadline

**Thursday, Aug. 28, 2014**

Late registration fee begins (\$150)

Monthly late payment penalty begins

**Monday, Sept. 1, 2014**

Labor Day holiday (no classes; offices closed)

**Wednesday, Sept. 3, 2014**

Classes begin

**Thursday, Sept. 11, 2014**

Mass of the Holy Spirit

**Friday, Sept. 12, 2014**

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

Deadline 100 percent tuition refund

**Friday, Sept. 19, 2014**

Deadline 90 percent tuition refund

**Friday, Sept. 26, 2014**

Deadline 80 percent tuition refund

**Wednesday, Oct. 1, 2014**

Financial aid application for Intersession 2015 available

**Wednesday–Thursday, Oct. 1–30, 2014**

Online class reservation for Intersession 2015

**Friday, Oct. 3, 2014**

Deadline 70 percent tuition refund

**Monday, Oct. 13, 2014**

Last day to petition for May 2015 graduation

**Friday, Oct. 17, 2014**

Deadline 60 percent tuition refund

**Friday, Oct. 24, 2014**

Fall holiday (no classes)

**Monday, Oct. 27, 2014**

Deadline 50 percent tuition refund

**Saturday, Nov. 1, 2014**

Priority deadline for Intersession 2015 financial aid applications

**Monday, Nov. 3, 2014**

Class reservation begins for Spring 2015

Walk-in registration begins for Intersession 2015

**Thursday, Nov. 6, 2014**

Deadline to select grade or Pass/Fail option

**Tuesday, Nov. 11, 2014**

Last day to withdraw from classes with "W"

Deadline for removal of Incompletes from Spring and Summer 2014

**Friday, Nov. 14, 2014**

Final fee payment deadline for Intersession 2015 online registration

**Tuesday, Nov. 25, 2014**

Deadline for completion of dissertation defense for Jan. 2015 graduation (PhD, EdD)

**Wednesday–Friday, Nov. 26–28, 2014**

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

**Friday, Dec. 12, 2014**

Last day of classes

Last day to petition for Aug. 2015 graduation

Completed dissertations and all fees and forms due in the Registrar's Office for Jan. 2015 graduation (PhD, EdD)

Two bound copies of completed Master's thesis due in the Registrar's Office for Jan. 2015 graduation

**Monday–Friday, Dec. 15–19, 2014**

Final examinations

**Monday, Jan. 5, 2015**

Final grades due

## Intersession 2015

See the Intersession Course Catalog for specific courses, dates and registration procedures

**Monday, Jan. 5, 2015**

First day of Intersession classes

**Monday, Jan. 19, 2015**

Martin Luther King Jr. holiday (no classes; offices closed)

**Friday, Jan. 23, 2015**

Last day of Intersession classes

**Spring 2015****Thursday, Jan. 22, 2015**

Final registration and final fee payment deadline without penalty

**Friday, Jan. 23, 2015**

Late registration fee begin (\$150)

Monthly late payment penalty begins

**Monday, Jan. 26, 2015**

Classes begin

**Thursday, Jan. 29, 2015**

All Faith Service

**Sunday, Feb. 1, 2015**

Financial aid applications for Summer 2015 available

**Wednesday, Feb. 4, 2015**

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

Deadline 100 percent tuition refund

**Wednesday, Feb. 11, 2015**

Deadline 90 percent tuition refund

**Wednesday, Feb. 18, 2015**

Deadline 80 percent tuition refund

**Wednesday, Feb. 25, 2015**

Deadline 70 percent tuition refund

**Monday–Monday, March 2–30, 2015**

Online class reservation for Summer 2015

**Friday, March 6, 2015**

Spring Holiday

**Wednesday, March 11, 2015**

Deadline 60 percent tuition refund

**Tuesday, March 17, 2015**

Priority deadline for Summer 2015 financial aid applications

**Wednesday, March 18, 2015**

Deadline 50 percent tuition refund

**Wednesday, March 25, 2015**

Deadline to select grade or Pass/Fail option

**Monday–Monday, March 30–April 6, 2015**

Combined Spring break/Easter holiday (no classes; offices closed on Friday, April 3)

**Wednesday, April 1, 2015**

Priority deadline for Fall 2015 and Spring 2016 financial aid applications

**Tuesday, April 7, 2015**

Class reservations begin for Fall 2015

Walk-in registration begins for Summer 2015

**Wednesday, April 8, 2015**

Last day to withdraw from classes with a 'W'

Deadline for removal of Incompletes from Fall 2014 and Intersession 2015

**Friday, April 10, 2015**

Final fee payment deadline for Summer 2015 online registration

**Monday, April 27, 2015**

Deadline for completion of dissertation defense for May 2015 graduation (PhD, EdD)

**Monday, May 11, 2015**

Last day of classes

Last day to petition for Jan. 2016 graduation

Completed dissertations and all fees and forms due in the Registrar's Office for May 2015 graduation (PhD, EdD)

Two bound copies of completed Master's thesis due in the Registrar's Office for May 2015 graduation

**Thursday–Wednesday, May 14–20, 2015**

Final examinations

**Saturday–Sunday, May 23–24, 2015**

Commencements

**Wednesday, May 27, 2015**

Final grades due

**Summer 2015**

See the Summer Course Catalog for specific courses, dates and registration procedures

**Monday, June 1, 2015**

First day of Summer sessions

**Friday, July 24, 2015**

Deadline for completion of dissertation defense for Aug. 2015 graduation (PhD, EdD)

**Friday, Aug. 7, 2015**

Completed dissertations and all fees and forms due in the Registrars Office for Aug. 2015 graduation (PhD, EdD)

Two bound copies of completed Master's thesis due in the Registrars Office for Aug. 2015 graduation

**Friday, Aug. 21, 2015**

Last day of Summer sessions

## 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 a USD graduate program is competitive and based on evidence that the applicant will be able to pursue successfully a program leading to a post-baccalaureate degree, certificate, or credential in the field to which the student is applying. The applicant's undergraduate training should reflect breadth as well as appropriate preparation for advanced study in the field selected.

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

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

## Procedure

Application for admission should be made online at the University of San Diego's Office of Graduate Admissions website. Supporting documentation, such as official transcripts, must be mailed to:

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

## Application Priority Filing Dates for Admission

Most graduate programs at the University of San Diego have different deadlines. Please refer to the department or department Web site of the program to which you are applying for the appropriate admission deadline.

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

## Admission Filing Dates

### Term of Matriculation: Fall

#### College of Arts and Sciences

- MFA in Dramatic Arts: Jan. 4 (postmark no later than Jan. 4)
- MA in History: Priority March 15, Final Aug. 1
- MA in International Relations: Priority March 1, Final: July 1
- MS in Marine Science: Priority: Jan. 31, Final: April 1

#### School of Business Administration

- MBA: 1st: Nov. 15, 2nd: Jan. 15, 3rd: March 15, 4th: May 15. Rolling admissions on a space available basis after priority deadlines.
- MBA, Evening: 1st: Nov. 15, 2nd: Jan. 15, 3rd: March 15, 4th: May 15. Rolling admissions on a space available basis after priority deadlines.
- IMBA: 1st: Nov. 15, 2nd: Jan. 15, 3rd: March 15, 4th: May 15. Rolling admissions on a space available basis after priority deadlines.
- Custom Corporate MBA for in-house counsel: May 15
- MS in Accountancy: April 1. Rolling admissions based on space availability after deadline.
- MS in Taxation: April 1. Rolling admissions based on space availability after deadline.
- MS in Supply Chain Management: Aug. 1. Rolling admissions on a space available basis after deadline.
- MS in Real Estate: Early: Dec. 15, Standard: March 15, Late: June 1. Rolling admissions on a space- available basis after late deadline.
- MS in Executive Leadership: May 15
- MS in Global Leadership: July 1



## School of Leadership and Education Sciences

- MA in Marital and Family Therapy: Rolling Jan. 8–Feb. 22
- MA in Counseling/School Counseling, PPS Credential: Rolling Jan. 8–Feb. 22
- MA in Counseling/Clinical Mental Health Counseling: Rolling Jan. 8–Feb. 22
- PhD in Leadership Studies: Dec. 1
- MA in Leadership Studies: Jan. 15
- MA in Higher Education Leadership: Jan. 15
- MA in Nonprofit Leadership and Management: March 1
- Preliminary Administrative Services Credential: Rolling Jan. 15–April 1
- Master's Credential Cohort Program: MEd in Curriculum and Instruction with Single Subject Credential: Rolling March 1–June 15
- Master's Credential Cohort Program: MEd in Curriculum and Instruction with Multiple Subject Credential: Rolling March 1–June 15
- Master's Credential Cohort Program: MEd in Special Education with Education Specialist Credential: Rolling March 1–June 15
- MEd in Curriculum and Instruction: Rolling March 1–June 15
- MEd in Curriculum and Instruction with specialization in Montessori Education: Rolling March 1–June 15
- MEd in TESOL, Literacy and Culture: Rolling March 1–June 15
- Online MEd in Curriculum and Instruction: Aug. 14
- Online MEd in Universal Design for Learning: Aug. 14
- Online MEd in Science Technology Engineering Arts and Mathematics: Aug. 14
- Online MEd in 21st Century Literacies: Aug. 14
- MAT in History and Social Science: Rolling March 1–June 15
- Preliminary Single Subject Credential: Rolling March 1–June 15
- Preliminary Multiple Subject Credential: Rolling March 1–June 15
- Graduate Certificate in TESOL: Rolling March 1–June 15
- Graduate Certificate in Peace and Global Education: Rolling March 1–June 15

## School of Nursing

- Master's Entry Program in Nursing (for Non-RNs): Nov. 1
- MS in Nursing/Adult-Gerontology Clinical Nurse Specialist: March 1
- MS in Nursing/Clinical Nurse Leader: March 1
- MS in Nursing/Executive Nurse Leader: March 1
- MS in Nursing/Family Nurse Practitioner; Dual Adult Gerontology/Family Nurse Practitioner; Dual Pediatric/Family Nurse Practitioner; Family/Lifespan Psychiatric-Mental Health Nurse Practitioner; Health Care Informatics: March 1
- MS in Health Care Informatics: March 1
- Doctor of Nursing Practice: Fall Admission Application Deadline: March 1
- Doctor of Philosophy in Nursing: Fall Admission Application Deadline: March 1

## School of Peace Studies

- MA in Peace Studies: Jan. 15

## Term of Matriculation: Spring

## College of Arts and Sciences

- MA in History: Priority: October 1, Final: Dec. 1
- MA in International Relations: Priority: October 1, Final: Dec. 1

## School of Business Administration

- MBA, Evening: Priority: October 15, Final: Dec. 15
- MS in Global Leadership: Nov. 1
- MS in Supply Chain Management: Feb. 1 (March start)
- MS in Accountancy: October 1. Rolling admissions based on space availability after deadline.
- MS in Taxation: October 1. Rolling admissions based on space availability after deadline.

## School of Leadership and Education Sciences

- MEd in Curriculum and Instruction: International: October 15; Domestic: Rolling October 15–Dec. 1
- MEd in TESOL, Literacy and Culture: International: October 15; Domestic: Rolling October 15–Dec. 1
- Online MEd in Curriculum and Instruction: Dec. 13
- Online MEd in Universal Design for Learning: Dec. 13
- Online MEd in Science Technology Engineering Arts and Mathematics: Dec. 13
- Online MEd in 21st Century Literacies: Dec. 13
- MAT in History/Social Science: International: October 15; Domestic: Rolling October 15–Dec. 1
- Preliminary Single Subject Credential: Rolling October 15–Dec. 1
- Preliminary Multiple Subject Credential: Rolling October 15–Dec. 1
- Graduate Certificate in TESOL: Rolling October 15–Dec. 1
- MA in Marital and Family Therapy: October 15
- Graduate Certificate in Peace and Global Education: Rolling October 15–Dec. 1

## School of Nursing

- MS in Nursing/Adult-Gerontology Clinical Nurse Specialist: Nov. 1
- MS in Nursing/Clinical Nurse Leader: Nov. 1
- MS in Nursing/Executive Nurse Leader: Nov. 1
- MS in Nursing/Health Care Informatics: Nov. 1
- MS In Health Care Informatics: Nov. 1

## Term of Matriculation: Summer

### College of Arts and Sciences

- MA in History: In exception
- MA in International Relations: In exception

### School of Business Administration

- MS in Global Leadership: March 1
- MS in Accountancy: Rolling admissions
- MS in Taxation: Rolling admissions

### School of Leadership and Education Sciences

- Master's Credential Cohort Program: MEd in Curriculum and Instruction with Single Subject Credential: Rolling Feb. 1–May 1
- Master's Credential Cohort Program: MEd in Curriculum and Instruction with Multiple Subject Credential: Rolling Feb. 1–May 1

- MEd in Curriculum and Instruction: Rolling Feb. 1–May 1
- Online MEd in Curriculum and Instruction: April 21
- Online MEd in Universal Design for Learning: April 21
- Online MEd in Science Technology Engineering Arts and Mathematics: April 21
- Online MEd in 21st Century Literacies: April 21
- MAT in History/Social Science: Rolling Feb. 1–May 1
- Preliminary Single Subject Credential: Rolling Feb. 1–May 1
- Preliminary Multiple Subject Credential: Rolling Feb. 1–May 1
- Graduate Certificate in Peace and Global Education: Rolling Feb. 1–May 1

### USD Financial Aid Deadline\*: April 1

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

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

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

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

1. The Application for Admission.
2. The stipulated Application Fee. This is a nonrefundable fee and is subject to change. International students must pay in United States currency.
3. An official transcript from each college or university attended, documenting every 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 submit a course-by-course transcript evaluation performed by an independent credential evaluation service such as World Education Services (WES) or Education Credential Evaluators (ECE).
4. Three letters of recommendation preferably submitted through the online application, from professors familiar with the applicant's scholarly work or from professional supervisors who have had experience in a graduate

program and who can provide information regarding the applicant's potential for success as a graduate student. Applicants for the School of Business are required to submit two professional letters of recommendation.

5. Current résumé.
6. Personal statement or research interest statement. Certain programs require multiple statements. Please refer to the departmental website for more detailed information.
7. Standardized admission test scores when required by department (see program sections and Admission Tests below).

## Admission Tests

Some departments require applicants to submit the results of one of the standardized tests (see Additional Requirements for Admission in the program sections). Registration forms, fee schedules, available test dates and additional information for these tests can be found through the testing service Web sites. USD's Institution Code number for ETS exams is 4849 and the institution code for Pearson is 29B-Q2-68; these numbers must be included on the test registration form in order to have the official results sent to the university.

## International Student Applicants

The University of San Diego welcomes applications from international students who can demonstrate their ability to undertake graduate work successfully in the United States. Applicants for admission from foreign countries must give evidence of eligibility for university entrance by furnishing official records covering all collegiate work as well as academic recommendations. International applicants are required to have course-by-course transcript evaluations performed by an independent credential evaluation service such as World Education Services, Inc. (WES) or Education Credential Evaluators, Inc. (ECE).

World Education Services (WES)  
P.O. Box 5087  
Bowling Green Station  
New York, NY 10274, USA  
[www.wes.org](http://www.wes.org)

Education Credential Evaluators (ECE)  
PO Box 514070  
Milwaukee, WI 53203-3470 USA  
[www.ece.org](http://www.ece.org)

Students from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). See English Proficiency, page 25.

Test of English as a Foreign Language (TOEFL)  
TOEFL/TSE Services  
P.O. Box 6151  
Princeton, NJ 08541-6151  
Phone: (609) 771-7100, Fax: (609) 771-7500  
[www.toefl.org](http://www.toefl.org)

International English Language Testing System (IELTS)  
IELTS International  
825 Colorado Boulevard, Suite 112  
Los Angeles, CA 90041  
Phone: (323) 255-2771  
[www.ielts.org](http://www.ielts.org)

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

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

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

## English Proficiency

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

other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a USD-approved post-secondary institution where English is the principal language of instruction must receive a minimum score of 580 (paper-based), 237 (computer-based), or 83 (Internet based) on the Test of English as a Foreign Language (TOEFL) or receive a minimum IELTS overall band score of 7.0.

The School of Business Administration graduate programs require a minimum score of 92 on the Internet-based exam. The minimum score required on the International English Language Testing System (IELTS) is an overall band score of 7.0. Individual degree programs may 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. The IELTS is jointly managed by British Council, IDP: IELTS Australia and the University of Cambridge ESOL Examinations (Cambridge ESOL) and delivered through more than 800 locations in over 130 countries.

### 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 the department or school involved, take up to six units of graduate-level coursework. Exceptions to the six-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 Dual-Degree Programs

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

materials regarding admission to the School of Law should be requested from the Law School Admissions Office at (619) 260-4528.

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

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

## Testing Information

### California Basic Educational Skills Test (CBEST)

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

We also require the CSET for some SOLES programs:

### California Subject Examinations for Teachers (CSET)

Evaluation Systems  
Pearson  
P.O. Box 340880  
Sacramento, CA 95834-0880  
(800) 205-3334 or (916) 928-4003  
es-west-customersupport@pearson.com  
www.cset.nesinc.com

### Graduate Record Examination (GRE)

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

### Graduate Management Admission Test (GMAT)

Pearson VUE  
GMAT Program  
P.O. Box 581907  
Minneapolis, MN 55458-1907 USA  
GMATCandidateServicesAmericas@pearson.com  
www.mba.com

### Test Of English As A Foreign Language (TOEFL)

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

### Miller Analogies Test (MAT)

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

### Praxis Series

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

## Test Preparation Courses

The University of San Diego offers courses to prepare students for the LSAT, GMAT and GRE. Free sample classes are held on-campus to acquaint students with exam questions, general test-taking skills and details of the courses.

Weeknight and weekend schedules are available. Discounts are offered to members of USD Clubs and Organizations that host guest speakers, benefits-earning employees of USD, and those serving in the US military.

The Test Preparation Office is located in Barcelona, Room 204; (619) 260-4579.  
For more information, go to [www.sandiego.edu/testprep](http://www.sandiego.edu/testprep)

## Expenses

### 2013-2014 Expenses for Graduate Students

All students are expected to become familiar with the financial obligations they incur by registering at the university. The following information provides the essential data; if in doubt, however, a student should go to [www.sandiego.edu/studentaccounts](http://www.sandiego.edu/studentaccounts), or make inquiries at the One Stop Student Center located in Hahn University Center, Room 126 prior to the registration or fee payment date. Tuition and fees listed here are for the fall and spring terms of the academic year 2013-2014; amounts for the 2014-2015 academic year have not been determined as of the date of publication. The fees below take effect with the beginning of Summer Session 2013.

#### Application Fee

(Non-refundable, payable with application)

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

#### Admission Deposit

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

Master's degree, Credential or Special Applicant .....	\$50 and up
School of Business Administration	
MBA .....	\$1,000
MSRE .....	\$500
MSSCM .....	\$500
MSEL .....	Waived
MEPN .....	\$1,000
MSGL .....	Waived
MACC .....	\$1,000
MTAX .....	\$1,000

#### School of Leadership and Education Sciences

Master's Degree or Credential Programs .....	\$200
Doctoral Degree .....	\$500

*Prices subject to change without notice.*

### Tuition, 2013-2014

#### College of Arts and Sciences

Master's students .....	\$1,310
-------------------------	---------

#### Hahn School of Nursing and Health Science

Master's students .....	\$1,320
Doctoral students .....	\$1,350

#### Joan B. Kroc School of Peace Studies

Master's students .....	\$1,310
-------------------------	---------

#### School of Business Administration

Master's students .....	\$1,310
-------------------------	---------

#### School of Leadership and Education Sciences

Master's students .....	\$1,300
Doctoral students .....	\$1,320

\*Auditing is \$160 per credit hour.

For tuition information for extension courses, please contact the USD's Division of Professional and 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 Course Catalog or Intersession Course Catalog for Summer or Intersession GSA Fee.	
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 .....	\$140 per year
Student Life Pavilion Fee .....	\$35
Written Official Transcript Fee .....	\$10

### Registration, Statement of Student Responsibility and Fee Payment Policy

Class registration is not officially completed until all tuition and fees are paid, except for those students who have formally enrolled in the university's monthly installment plan described below. Each student is financially responsible for payment of fees and charges assessed to his/her student account. Students receive bill notification electronically via their USD e-mail address. Payment of fees is due by the specified published due dates. Accounts must be kept current in order to maintain enrollment eligibility and receipt of official University documents and services. Please note that students who have not paid their account in full (or are not current with installment plan payments) on or before the published payment deadline will be subject to the assessment of late charges, cancellation of course enrollment and housing assignment and the application of holds preventing transcript release and registration

privileges. In addition, delinquent student accounts may be referred to an external agency for collection. Delinquent account information may also be disclosed to credit-reporting agencies, which could endanger the student's credit rating. Students enrolled in Master's programs will pay Master's per-unit tuition fees for all coursework, at any level, at USD. Students enrolled in Doctoral programs will pay Doctoral per-unit tuition fees for all coursework, at any level, at USD. Reserved classes may be revoked if the student does not complete fee payment by the assigned fee payment dates in August and January for the fall and spring semesters respectively (see Academic Calendar, page 6, for specific dates). Beginning Fall 2013, a late payment penalty of .833% will be imposed on all students who do not complete fee payment by the deadline in the Academic Calendar. The monthly percentage of .833 is calculated by dividing the 10% APR by 12 months. Accounts paid by a check which is returned by the bank uncollected are not considered paid. There is a \$25 service charge for returned checks. A monthly interest late fee, if applicable, may be charged to the student account if a check is returned. This fee is in addition to the \$25 service charge. Any benefit derived from, or deadline met by, remitting a check which is later returned by the bank, will become void. If a returned check transaction has been posted to a student account, USD reserves the right to refuse future payment in the form of a personal check from any individual for that student's account. Courses added after the published payment deadline must be paid in full at the time of registration. Please Note: that all refund checks will be issued in the student's name regardless of who remitted payment.

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, a \$150 late registration fee must be paid.

## Registration or Fee Payment Procedure

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

1. Dates, times and location of class reservation are announced in advance on the USD website each semester.
2. Students may choose to complete the fee payment portion of registration conveniently by paying their student account online on the One Stop Services tab on the MySanDiego portal ([my.sandiego.edu](http://my.sandiego.edu)). Students may also pay the required tuition, fees and room and meal

plan at the One Stop Student Center, Hahn University Center, Room 126. Students enrolled in the university's monthly installment plan should remit their payment online on or before the first of the month.

3. If the student has any estimated financial aid, federal or campus based loans, grants or scholarships, please ensure you have met all of the requirements of the award. You may check the requirements by logging on the MySanDiego portal and clicking on the One Stop Services tab. Failure to do so will subject the student to incur monthly interest late charges.

Please read the Interession and Summer Sessions Course Catalogs for specific information regarding the registration or fee payment procedure for those academic periods.

## Payment Plans

### Monthly Installment Plan

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

The Monthly Installment Plan operates according to the following guidelines:

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

8. Automatic deduction from a checking or savings account is available.
9. Tuition payments received are refundable in accordance with the university's published refund policy.
10. Installment payments are not available for study abroad, summer or Intersession.

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

To establish a payment plan or monthly installment contract:

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

### Refund Policy

1. Fees and deposits are not refundable.
2. Tuition is fully or partially refundable only when a student officially withdraws during the published refund withdrawal schedule.
3. The date of withdrawal for refund purposes is considered the date the Notice of Withdrawal form is received and date stamped in the Office of the Registrar. Any graduate student who thinks that his or her individual case warrants an exception to this policy should consult the dean of his or her program's college or school.
4. To receive a 100% refund, student must officially withdraw or drop course(s) by the 8th day of classes for the regular academic semester.
5. Please refer to the academic calendar through the MySanDiego portal for specific dates and future changes to the "Refund Schedule." Updates to the "Refund Schedule" will be made prior to the first day of semester classes and without written notice (see Academic Calendar, page 18).
6. The tuition refund policy for Intersession and Summer Sessions is published in the appropriate course catalog because the sessions differ in length.
7. A student receiving financial aid should consult the One Stop Student Center for refund policies regarding his or her financial aid funds.

For more details please contact the One Stop Student Center, Hahn University Center, Room 126, (619) 260-2700.

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

## Application Procedures

Students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for federal, state and USD aid. Students should review the Guide to Applying for Financial Aid at USD on the USD website, [www.sandiego.edu/financial\\_aid](http://www.sandiego.edu/financial_aid), or obtain 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" (e.g. 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, three units for doctoral students) who are pursuing a degree, credential, or certificate.
6. The FAFSA can be completed online at [www.fafsa.gov](http://www.fafsa.gov). Additional forms, applications and informational guides are all available on the USD Office of Financial Aid website at [www.sandiego.edu/financial\\_aid](http://www.sandiego.edu/financial_aid).

## Programs

### USD Graduate Grant (USDGG)

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



### Dean's Graduate Merit Scholarships

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

### Federal Perkins Loan

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

### Federal Direct Loans

Federal Direct Unsubsidized Loans are available to help meet educational expenses. A graduate student pursuing a degree at USD ("Special Students" excluded) may apply for up to \$20,500.00 per year in a Federal Direct Unsubsidized Stafford Loan.

The Federal Direct Unsubsidized Stafford Loan is available to all eligible graduate students who are enrolled at least half-time. In addition, students cannot be in default on any federal loans or owe a repayment on any federal grants. Interest on this loan will accrue while the student is in attendance.

The interest rate on the Federal Direct Unsubsidized Stafford Loan program for the 2013-14 academic year is fixed at 6.8%. To ensure that the loan funds are received on time, all borrowers need to accept their loan on their MySanDiego portal. In addition, new borrowers will need to complete the Application and Master Promissory Note (MPN) and Graduate Entrance Loan Counseling on [www.StudentLoans.gov](http://www.StudentLoans.gov) no later than early July prior to the start of the fall semester. For more details on the Federal Direct Loan Programs, go to the Federal Student Aid website at [www.studentaid.ed.gov](http://www.studentaid.ed.gov) or contact the USD One Stop Student Center or the Office of Financial Aid.

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

## B. Cal Grant Programs

### Teaching Credential Benefits

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

## C. Additional Financial Assistance

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

## D. Financial Assistance For Graduate Certificate Programs

Students should consult the individual program director.

## E. Off-Campus Employment

The USD Student Employment Center helps students locate part-time off-campus employment in the San Diego metropolitan area. Job referrals and further details are posted on the Part-Time Job Board 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, Room 117.

## 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 MEPN (Master's Entry Program in Nursing)
- \*Diversity Scholarship Program in the Department of Learning and Teaching
- Foster Dissertation Award
- \*Eris McCoy Gallagher Scholarship Program (Education)
- Gandhi Fellowship (Master of Arts in Peace and Justice Studies)
- Marion Hubbard Loan Fund (Nursing)
- Joan B. Kroc Scholarship in Peace and Justice Studies (Master of Arts in Peace and Justice Studies)
- Master of Science in Executive Leadership Meg Whitman Scholarship
- \*The W. Scott McIntyre Memorial Scholarship
- The PMI Foundation Scholarship (Real Estate)
- \*Linda C. Romero Memorial Scholarship (Special Education)
- \*Other Esteem Scholarship (Counseling)
- \*Julie I. Wilkinson Scholarship (Nursing)
- \*Elizabeth Baker Woods Education Scholarship
- \*Special application required.

### Endowed Scholarships

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

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

- Loretta Breyer Nursing Endowed Scholarship
- Edward and Gretchen Cairns Memorial Endowed Scholarship for Nursing
- Mickey Carhart Memorial Scholarship Fund (Real Estate)
- Yvonne E. Chiesi Carteron Nursing Scholarship
- Colachis Endowed Scholarship (Business)
- E.J. Culligan Memorial Endowed Scholarship (Business)
- \*Desmond Nursing Loan Fund
- \*The Donald C. and Elizabeth M. Dickinson Foundation MEPN Endowed Nursing Scholarship
- Fieldstone Foundation Endowed Scholarship (Real Estate)
- \*Mary Gresko Nursing Scholarship
- \*Ethel M. Horsch Nursing Scholarship
- \*Jane P. Johnson Endowed Scholarship (Education)
- \*Manchester Endowment (Nursing)
- Marasco Family Endowed Scholarship (Real Estate)
- Master of Science in Executive Leadership Endowed Scholarship
- \*Elizabeth Ann Mottet Nursing Scholarship
- James Orwig, MD Memorial Nursing Endowed Scholarship
- Irene Sabelberg Palmer Scholarship (Nursing)
- Janet A. Rodgers Nursing Endowed Scholarship
- John Ronchetto Memorial Scholarship (Business)
- \*Donald P. and Darlene V. Shiley MFA Endowment
- Spain Family Scholarship (Religious education)
- \*Stallard Family Nursing Scholarship
- Pearl and Natalie Surkin Endowed Nursing Scholarship Fund
- Cathleen K. Wilson, RN, PhD Memorial Scholarship for Leadership in Nursing
- Kaye and Richard Woltman Nursing MEPN 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 as a special student taking a maximum of six units, are permitted to register. Registration takes place only when the student completes and submits all appropriate forms and pays all required tuition and fees. No credit will be granted for courses in which a student is not officially admitted and registered.

### Registration Deadlines

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

## New Graduate Students

All admitted applicants will receive new student information and registration materials with their letters of acceptance. Although new students are encouraged to meet with a faculty advisor prior to enrollment, they must wait until they receive a letter of admission and pay the admission deposit before they can register (registration periods are listed in the Academic Calendar, page 18). Students must observe all deadlines for course reservation and payment of fees. Upon arrival at USD, all international students must report promptly to the Office of International Students and Scholars.

## Continuous Registration

Upon matriculation, students are expected to register every fall and spring semester until all degree requirements have been completed. Some programs have more stringent residency requirements including summer enrollment; consult 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 34). 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 course catalogs or go to [www.sandiego.edu/sio](http://www.sandiego.edu/sio).

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

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

Registered students who withdraw from the university (e.g. terminate all courses in progress) must officially drop their courses by filing a Notice of Withdrawal form and submitting it to the One Stop Student Center. The same drop policies and deadlines apply to students who withdraw from the university as for those who drop only one course (see also *Withdrawal from the university*, page 34).

## Auditing

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

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

Students wishing to register for credit have priority over those who desire to audit.

## Change of Address

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

## Email Accounts for Graduate Students

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

## 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.

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

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

### Procedure Two: File Admission Application with Graduate Admissions Office

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

## Leave of Absence

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

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

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

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

## Withdrawal from the University

Students who terminate their enrollment in a graduate program must file an official Notice of Withdrawal with the One Stop Student Center. If they are currently registered for courses, students must withdraw prior to the deadline to withdraw from classes (see Academic Calendar, page 18; also Refund Policy, page 30). Courses dropped on or before the deadline will receive a grade of 'W' (not included in the GPA). Filing a Notice of Withdrawal after the deadline will make the withdrawal effective at the end of the current term and will result in the posting of grades for the term. Students forced to discontinue enrollment after the withdrawal deadline due to a documented emergency may petition their respective dean for an exception to this policy; however, the petition must be filed prior to the last day of classes and is subject to review. International students must follow the same procedures and, in addition, obtain clearance from the Office of International Students and Scholars located in Serra Hall, Room 316.

## Transfer of Graduate Credit

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

1. Credit must be from an accredited, USD-approved university.
2. Credit must be at the graduate-level at the university of origin. The student is responsible for submitting acceptable supporting documentation.
3. Credit must be relevant to the USD degree program and be approved by the program director or coordinator.
4. Transfer courses cannot repeat essentially the same content of work taken at USD.
5. Credit may not be used (or have been used) toward any other degree.
6. Credit earned more than five years prior to matriculation at USD will not be accepted.
7. A grade of "B" or higher must have been earned (grade of "pass" or "satisfactory" ordinarily is not acceptable).
8. Students must supply satisfactory documentation regarding course content for independent study or self-directed courses.
9. The number of credit hours transferred will be based on USD's semester credit system (multiply the number of quarter hours by 2/3). For example, 4 quarter-hours  $\times$  2/3 = 2.67. It is the student's responsibility to make up the difference if the total number of degree credits falls short of the requirement for the degree. The amount of USD credit awarded may not exceed the equivalent amount on the originating transcript.

Quarter Hours Converted to Semester:

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

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

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

Maximum Number of Program Semester Units Transferable:

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

### Courses Taken After Enrollment at USD

USD students planning to take a degree requirement or elective at another university must process the transfer petition as described above prior to taking the course. Immediately upon completion of the course, the student must request that an official transcript be sent to the USD Office of the Registrar. A grade of "B" or better is required in order to receive credit (units only) when transferring a course from another institution. Grade(s) awarded by the issuing institution will not be calculated in the student's overall grade point average. After the petition and transcript are on file they will be reviewed by the Registrar's Office for conformity to USD policies.

## Waiver of Requirements

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

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

## Completion of Degree Requirements — The Petition to Graduate

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

## Participation in Commencement Ceremonies

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

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

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

In every case, all necessary papers and petitions must be filed prior to the deadlines specified in the Academic Calendar, page 18.

## 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 117. See table of fees for transcript cost. Instructions for requesting transcripts can be found at [www.sandiego.edu/registrar/transcripts.php](http://www.sandiego.edu/registrar/transcripts.php).

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

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

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

## Academic Regulations

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

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

## Integrity of Scholarship

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

Academic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning. To maintain its credibility and uphold its reputation, the university has procedures to deal with academic dishonesty which are uniform and which should be understood by all. Violations of academic integrity include: 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, 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 38). Students should consult program descriptions for details regarding the minimum acceptable grade for courses and the minimum overall grade point average in their program.

## Grade Point Average (GPA)

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

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

## Grade of Incomplete

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

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

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

The instructor should discuss with the student the conditions and deadline for completion, whenever possible. In addition, the instructor must document the conditions and deadline using the Petition for Grade of Incomplete. The form must be submitted to the Registrar's Office at the time final grades are submitted. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise, the I grade will be counted as an F. This applies only to regular class work. Students completing thesis or dissertation requirements for graduation must submit proof of completion prior to petitioned degree date. Examples of acceptable proof are original bindery receipts or original final manuscript.

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

### Pass/Fail Grading

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

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

### Repetition of Courses

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

Students are allowed to repeat only one course during their enrollment in a graduate program at USD (exception: two courses in the MBA and IMBA 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	
MA, MFA, MS .....	3.0
Joan B. Kroc Scholarship in Peace and Justice Studies	
MA.....	3.0
Hahn School of Nursing and Health Science	
MS, MSN, MEPN, Credential .....	3.0
PhD.....	3.0
School of Business Administration	
MBA, IMBA, MAcc, MSEL, MSGL,	
MSTax, MSRE, MS-SCM .....	3.0
School of Leadership and Education Sciences	
PhD, EdD, MA, MEd, MAT, Credentials.....	3.0

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

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

### Applicability of New Academic Requirements

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

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



## General Requirements for the Master's Degree

Please see individual program descriptions for additional requirements.

### Unit Requirements

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

### Limitation of Time

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

### Foreign Language Requirement

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

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

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

### Comprehensive and Oral Examinations

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

### Thesis

Where required by the department or program, the student must submit a thesis of original content or interpretation, testifying to scholarly research, presented in acceptable style and adhering to copyright law and to the regulations

pertaining to the use of human and/or animal subjects. The course designations for thesis and number of units required are specified in the relevant program descriptions. Once coursework is completed, the student must register for thesis credit each semester until completion of the degree. Students at this stage ordinarily are not eligible for a leave of absence.

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

Detailed instructions for the preparation and submission of the master's thesis are presented in a pamphlet entitled *Instructions for the Preparation and Submission of the Master's Thesis*, available for sale in the university bookstore. The deadlines for submitting the approved and final copies of the thesis are listed in the Academic Calendar at the beginning of this course catalog. Students who fail to submit the thesis by the published deadline will not be eligible for graduation in 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 40).

## General Requirements for the Doctoral Degree

Please see individual program descriptions for additional requirements.

### Unit Requirements

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

### Residency Requirement

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

## Qualifying Examinations, Admission to Candidacy and Time Limitations

Refer to individual program descriptions.

### Dissertation

Students in USD's doctoral programs must complete a dissertation of scholarly quality, demonstrating their ability to conduct original research and to report findings with complete documentation and presentation of data and adherence to copyright law and to the regulations pertaining to the use of human and/or animal subjects. Students in the DNP program must complete a clinical project. Specific dissertation requirements are set out in the program descriptions in this course catalog and in the Doctoral Handbook of each School. Deadlines for the defense and submission of the dissertation are included in the Academic Calendar, page 18.

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

The deadlines for submitting the approved and final copies of the dissertation are listed in the Academic Calendar, see page 18. 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.

## Student Services

### Alumni Association

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

The USD Alumni Association represents the interests of 54,000+ alumni in all 50 states and around the world. Some of the programs supported by the Alumni Association include Homecoming and Reunions, USD Wine Classic, regional alumni outreach, student scholarships, student and alumni networking events and Alumni Honors. If you have questions about the USD Alumni Association please contact the office at (619) 260-4819 or go to [www.sandiego.edu/alumni/alumnirelations](http://www.sandiego.edu/alumni/alumnirelations).

### Campus Card Services - Torero ID Card

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

CampusCash is a prepaid declining balance account managed through your USD ID card and is the key to all your purchases and campus services at USD. Lost or stolen ID cards must be reported immediately to the Campus Card Services Office or (619) 260-5999. If not reported within 24 hours, you will be responsible for any charges accrued, or loss of funds. Students may also flag their id cards as lost on the Campus Cash website: [campuscash.sandiego.edu](http://campuscash.sandiego.edu). After logging into your account select the 'Report Lost Card' option.

Campus Card Services is located in the University Center, Room 127. The office is open Monday through Friday. For more information call (619) 260-5999, email [campuscard@sandiego.edu](mailto:campuscard@sandiego.edu), or go to [www.sandiego.edu/campuscard](http://www.sandiego.edu/campuscard).

## Campus Recreation and Sports

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

Students may also participate in the many recreation classes (as for-credit or non-credit) offered by the Campus Recreation department. Some of the classes include: golf, scuba, martial arts, yoga, dance, tennis, swimming, fitness and many additional leisure activity courses. In addition, students are encouraged to sign up as free agents or organize teams to participate in the more than 20 intramural leagues. Other leisure programs available throughout the year include a master's swim training program, injury rehabilitation, specialized weekend fitness classes and USDFIT Group Fitness. USDFIT Group Fitness is a flexible program that enables participants to take a wide variety of weekly fitness classes that best meet the needs of their schedule for one low fee. For additional information, contact the Mission Fitness Center at (619) 260-7488.

### Intramural Sports

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

## Sports Clubs

Sports Clubs are student-registered organizations administered through the Campus Recreation department. USD students may become a member of a competitive and/or recreational sports club on campus. Competitive Sports Clubs include: Baseball, Beach Volleyball, Equestrian, Men's and Women's Lacrosse, Men's Rugby, Men's and Women's Soccer, Men's and Women's Volleyball, Surf, Men's and Women's Water Polo, Water Ski, Ultimate Frisbee, Rock Climbing, Tennis, Golf and Roller Hockey. These clubs compete in local and national collegiate leagues plus host tryouts. Recreational Sports Clubs include: Dance Company, Cheer, Scuba Dive, Officials, Quidditch and Ski/Snowboard. These clubs may compete in competitions; however they tend to sponsor recreational activities as their primary function. For more information on sports clubs go to: [www.sandiego.edu/campusrecreation/sports\\_clubs/](http://www.sandiego.edu/campusrecreation/sports_clubs/)

## Community Activities

The Community Activity program brings together many organizations and departments within the university to offer social events and activities that enhance the campus community. Some of the events include: Family Weekend golf tournament, Campus Challenge Beach Volleyball, Halloween at the Sports Center, wellness workshops and specialty classes, the Amazing USD Race and many other fun packed events. These events are marketed through the Campus Recreation office and sign up for these events can be accessed through the Campus Recreation online registration page.

## University Fitness

As part of USD's wellness initiative, University Fitness (USD FIT) is a branch of Campus Recreation focusing on providing opportunities to strengthen the minds, bodies and souls of the campus community. Services are centered in the Bradford Lee Bosley Mission Café and Fitness Center, a wellness focused facility located in the heart of Mission housing. Supporting the mission and values of USD, the center promotes healthy lifestyle choices and social interaction to enhance the total student experience. USD FIT offers group exercise classes and personal training at nominal fees to the campus community. For more information please visit the Mission Fitness Center website at [www.sandiego.edu/mfc](http://www.sandiego.edu/mfc). In addition to the Mission Fitness Center, USD community members may also enjoy informal use of the JCP McNamara Fitness Center and the Sports Center.

## Outdoor Adventures

Outdoor Adventures, which is part of Student Affairs, offers services to students, faculty, staff and alumni for a reduced price, encouraging self-growth and self-expression. The OA Trips Program offers outings such as surfing, rock climbing, kayaking, canoeing, snorkeling, backpacking, hiking and outdoor cooking, as well as a rental and retail area for people interested in planning a personal outing. Another popular program is the Customized Trip Program where private outings for groups are planned based on their specific requests. Outdoor Adventures offers guide development and facilitator training programs for students to learn to lead trips, facilitate group programs and an Orientation Adventure Freshmen wilderness program allows new students the opportunity to meet their peers in the great outdoors before the start of school. Outdoor Adventures is located in the University Center, Room 136, (619) 260-4709 and at [www.sandiego.edu/oa](http://www.sandiego.edu/oa).

## Career Services

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

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

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

Additional career resources and services for MBA students, including advising, workshops and a speaker series, are managed through the MBA Career Services in KIPJ 221B. For more information, (619) 260-5910 or go to [www.sandiego.edu/mbacareers](http://www.sandiego.edu/mbacareers).

## Community Service-Learning

As part of the USD Changemaker Hub the Center for Community Service Learning engages students to learn in partnership with the community and make life-long commitments to promote social change and justice. For over 25 years the Center for Community Service-Learning has worked with the San Diego and global community. From

direct service, addressing real needs identified by the community, to advocacy/activism, the center provides students with valuable experiential education opportunities.

CASA (Center for Awareness, Service and Action) gives any student the opportunity to serve at any time. Located in the Hahn University Center, Room 113, CASA sponsors a wide range of meaningful student-led community service projects.

Through course-based service-learning, students are able to serve and learn in the context of the classroom. The community becomes part of the classroom and students are able to see and experience first hand what they are learning from their professors.

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

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

## Dining Services

USD students enjoy excellent value and maximum flexibility when dining on campus. USD Dining offers several different Meal Plans suitable for every student. All plans offer high quality, fresh, diverse foods created by an award-winning team of culinarians. Most plans also include complimentary guest meals and meal equivalencies to dine anywhere on campus. Our dining locations provide much more than sustenance — we are proud to provide attractive, comfortable settings where students may gather to study and socialize.

Campus dining locations: Pavilion Dining (six micro restaurants), Tu Mercado (market/deli), Bert's Bistro, Frank's (lounge), La Paloma, Missions Café; Aromas (coffeehouse), Torero Tu Go (food truck) and La Gran Terraza restaurant.

For additional information on campus dining and meal plans go to [www.sandiego.edu/dining](http://www.sandiego.edu/dining)

## Graduate Student Associations

The graduate student associations are funded by graduate student fees to enhance the intellectual and social life of graduate students. The organizations include: the Graduate Student Association in the College of Arts and Sciences; the Graduate Business Student Association; the Graduate

Student Association in the School of Leadership and Education Sciences; and the Graduate Nursing Students' Association. There is also a Graduate Student Council with a representative from each of the schools and the college. Each organization elects its own slate of officers to represent it before the university administration and each association functions as a service organization. Although not every association provides the same services, many hold social functions throughout the year, provide scholarship assistance, award fellowships and assist students with job placement.

## Hahn University Center and Student Life Pavilion

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

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

1st Floor: Campus Card Services; Center for Health and Wellness; Center for Awareness, Service and Action; Center for Student Success; Commuter Lounge; One Stop Student Center; Outdoor Adventures; Parking Services; US Bank branch.

2nd Floor: Office of Student Affairs, Dean of Students; Student Life; Center for Inclusion and Diversity; Frank's Lounge; Student Support Services; University Ministry.

The Student Life Pavilion (SLP) is an extension of the UC and the first gold LEED building on campus. The 50,000-square-foot SLP features a wide-range of dining options, an organic market and numerous spaces for student government, Greek life and student centers and organizations. The first floor which offers twelve unique dining options encompassing an array of international cuisine.

1st Floor: Pavilion Dining with 12 unique dining options.

2nd Floor: Tu Mercado grocery store; Latelier deli.

3rd Floor: Creative Zone; Student Leadership and Involvement Center that brings together AS leadership, student organizations and Greek life; Student Lounge.

4th Floor: Graduate and Law Commons; Honors Program Office and Lounge; International Student Lounge; United Front Multicultural Center; USD TV; USD Radio Station; Vista Newspaper; Women's Center.

## Mail Center

The Mail Center is located on the eastern end of the ground floor of Loma Hall. Mail boxes are provided in the lobby area for students who reside in Maher, Camino and Founders Halls, Mission Crossroads and the Alcalá Vistas. Manchester Village residents have mailboxes located down the hall from the lobby in Building II. When available, non-resident students may rent mailboxes in Loma Hall at a cost of \$25 per semester.

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 located in the Loma Hall Lobby, (619) 260-2204, or go to [www.sandiego.edu/mailcenter](http://www.sandiego.edu/mailcenter).

## 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 grow and learn. It offers a rich, stimulating setting that is warm and supportive of each child's individual learning pace.

Affiliated with USD's School of Leadership and Education Sciences, the center serves as a practicum and research site for members of the university community. The center accepts all children between the ages of 2-1/2 and 5 years, with the availability of both full- and part-time enrollment options. Each class of 12-14 mixed-age children is staffed by two full time 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 or go to [www.sandiego.edu/mfcdc](http://www.sandiego.edu/mfcdc).

## One Stop Student Center

The One Stop Student Center provides specially trained counselors to help students manage all business transactions dealing with financial aid, student accounts and registration in one location. Examples of services include: register for, add, or drop classes online; check degree status; pay tuition and fees; review financial aid awards; receive grades; order transcripts; etc.

Additionally, One Stop maintains the One Stop Services tab on the MySanDiego portal which is designed to accommodate routine business transactions on the web. Web transactions are conducted via your MySanDiego account and can be accessed from either the One Stop website, or the USD home page.

The One Stop Student Center is located in the University Center, Room 126, (619) 260-2700, onestop@sandiego.edu, or go to [www.sandiego.edu/onestop](http://www.sandiego.edu/onestop).

## Parking Services and Transportation

The Department of Parking Services is a division of Public Safety Parking Services and is committed to creating a helpful and welcoming environment through the delivery of excellent service. A valid USD parking permit must be displayed at all times while parking on campus and vehicles must be parked in the area appropriate to the permit issued.

Parking Services is located in the University Center, Room 102, (619) 260-4518 or go to [www.sandiego.edu/parking](http://www.sandiego.edu/parking).

**Tram Service:** USD provides an on-campus shuttle service that moves students, faculty, staff and visitors to various stops on the campus. The Tram Service also provides morning and evening service to Old Town Trolley Station. The Tram Service operates full time during the fall and spring semesters and on a limited basis during intersession and summer. For more information on the tram service go to [www.sandiego.edu/safety/tram\\_services](http://www.sandiego.edu/safety/tram_services).

## Residential Life

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

and two levels of underground parking and an updated fitness center. All campus apartments are fully furnished.

The residents will sign academic year contracts that offer special extended contract occupancy periods of August 29 through May 28 (Graduate) and August 15 through May 14 (Law) with continuous occupancy (including Christmas break, intersession and spring break). Current rates are available on the Residential Life website, [www.sandiego.edu/residentiallife](http://www.sandiego.edu/residentiallife). Summer housing and early August move-ins can be arranged by contacting the Department of Residential Life at (619) 260-4777.

These room fees include utilities, Internet access and cable television. The apartments are furnished with sofa and chair, dining table and chairs, desk, chest of drawers, refrigerator, microwave and stove. The bedrooms have full-sized beds or two twin-beds that can be joined together.

Interested graduate and law students who will be enrolled full-time in the fall of 2013 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 website provides a link to assist graduate students of the University of San Diego to locate off-campus housing accommodations. Visit [www.sandiego.edu/residentiallife](http://www.sandiego.edu/residentiallife) for more information. For graduate students looking for housing, the Off-Campus link is very useful. This page links up with the San Diego U/T, Apartments for Rent, On-line Rental Guide and Apartment Guide.

## University Copy

USD's full-service copy shop is located behind Maher Hall — right around the corner from Aromas coffeehouse. Output services include printing from digital files, B/W, full color photocopying on a wide variety of paper stock and large format poster printing. Bindery services include coil, tape and comb binding, cutting, folding, perforating, padding, collating, stapling, laminating and shrink wrapping. Notary services are also available by appointment.

All of our current copier papers are recycled or FSC-Certified and rain forest alliance approved. University Copy is located behind Maher Hall, (619) 260-4890 or go to [www.sandiego.edu/copy](http://www.sandiego.edu/copy).

## USD Torero Store

The USD Torero Store, located in Loma Hall, stocks all required textbooks (new, used, rental and e-books) and school supplies. In addition, you will find a selection of general books, office and art supplies, USD clothing and USD merchandise, cards, gift items, stationery, bags and magazines. The USD Torero Store also carries computer hardware, software and computer supplies and offers services such as faxes, ink refill, online orders, special orders and mail orders. All major credit cards are accepted.

The USD Torero Store is located in Loma Hall, (619) 260-4551 or go to [www.usdtorerores.com](http://www.usdtorerores.com).

## University Ministry

The University Ministry Center strives to nourish, support and challenge the faith development of all members of the USD community. Through diverse partnerships across campus, University Ministry works to foster an intellectual environment in which USD students' academic and social development is amplified through complementary spiritual growth.

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

All of the center's programs are designed to empower students, staff, faculty and alumni to:

- Build a faith community
- Develop a mature faith
- Educate and work for justice
- Nurture personal development
- Cultivate leadership for church and society
- Form a Christian conscience

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

The USD community gathers in prayer each Sunday evening for Eucharistic liturgies in Founders Chapel at 7 and 9 p.m. During these vibrant celebrations the campus community is

renewed and refreshed for the on-going work of finding God in the midst of study, work and play.

For more information on our center, please visit us in the University Center, Room 238, call (619) 260-4735, or go to [www.sandiego.edu/um](http://www.sandiego.edu/um)

## Student Wellness

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

### Center for Health and Wellness Promotion (CHWP)

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

Individual consultations and assessments leading to personalized recommendations and support are available on a variety of wellness matters (e.g. problematic drinking, smoking cessation, nutrition). Group services provide opportunities for students to obtain important wellness information, seek support from peers and enhance one's ability to make healthy choices. CHWP also provides 12-step support services for students seeking to address substance dependence.

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

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

CHWP sponsors College Cab, a safe ride program that is funded through USD Associated Students. This program provides a safe ride to students who find themselves in any situation that places them at risk (e.g. being stranded for

any reason, car trouble, wanting to leave an uncomfortable situation). For further details and regulations please visit the CHWP website.

**CHWP Hours and Staffing:** To schedule an individual appointment, workshop, or training and/or for additional information about our programs and services, please call (619) 260-4618, stop by in Hahn University Center, Room 161, or go to [www.sandiego.edu/chwp](http://www.sandiego.edu/chwp).

## Counseling Center

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

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

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

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

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

**Hours and Staffing:** The Counseling Center is located in Serra Hall, Suite 300. The hours of operation are Monday through Friday, 8:30 a.m. to 5 p.m.; with extended hours on Wednesdays until 6 p.m. when classes are in session during the fall and spring semesters. Walk-in hours are from 11 a.m. to 3 p.m., Mondays through Fridays, with extended walk-in hours on Wednesdays until 5 p.m. when classes are in session during the fall and spring semesters. The Counseling Center can be reached at (619) 260-4655, or for more information go to [www.sandiego.edu/usdccc](http://www.sandiego.edu/usdccc). For after-hour emergencies, the counselor on-call can be reached by calling the Department of Public Safety at (619) 260-2222.

## Disability Services

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

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

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

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

Students who intend to request services are encouraged to contact Disability Services at (619) 260-4655 as soon as



possible to discuss documentation and any other issues, come to Serra Hall, Room 300, or go to [www.sandiego.edu/disability](http://www.sandiego.edu/disability).

### Student Health Insurance

USD provides options for domestic students to purchase health insurance coverage or supplement an existing plan. For information about USD's Student Health Insurance Plan go to [www.sandiego.edu/healthcenter/insurance](http://www.sandiego.edu/healthcenter/insurance). Health insurance is mandatory for incoming law students and all international students.

### Student Health Center

#### Hours

The SHC hours are: 8:30 a.m. to 4:30 p.m., Monday, Tuesday, Thursday and Friday; 8:30 a.m. to 6:30 p.m. Wednesday (closed 11 a.m. to 1:30 p.m.).

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

If you are a student, there is no fee to be seen by a healthcare provider at the Student Health Center. However, diagnostic exams and minor procedures, such as electrocardiography (ECG), cryotherapy, suturing or laboratory work, require a minimal fee that is payable by check, credit card, or CampusCash directly to the Health Center at the time of service. In addition, many low-cost prescription and over-the-counter medications are available for purchase at the Health Center. Students have the option of obtaining and paying for these services at the Health Center, or being referred to other facilities or pharmacies in the community. Students that need X-rays or lab work that

is not available at the Health Center will be referred to nearby off-site locations. Student Health Center providers can also make referrals to specialists in the community.

All students are encouraged to have medical insurance coverage that has a minimum benefit for emergency care, as this is NOT provided via student fees. Students should also be aware of whether they have a pharmacy benefit. Although the SHC does not provide insurance billing, a receipt for services can be provided for the student to submit. Health insurance information is available on the Student Health Center website at [www.sandiego.edu/healthcenter/](http://www.sandiego.edu/healthcenter/). The university is not responsible for provision or cost of medical care rendered off campus.

The Student Health Center is located in Maher Hall, Room 140, (619) 260-4595, or go to [www.sandiego.edu/healthcenter](http://www.sandiego.edu/healthcenter).

### United Front Multicultural Center

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

For more information about the United Front Multicultural Center go to the Student Life Pavilion, Room 418, call 619-260-2395 or go to [www.sandiego.edu/unitedfront](http://www.sandiego.edu/unitedfront).

### Writing Center

The Jack and Helene Drown Writing Center, administered by the Department of English, offers help to USD students from all disciplines and class levels. The Writing Center is staffed by trained, faculty-recommended peer tutors. Students and tutors work one-on-one in relaxed but structured sessions. The tutoring hour may address any step in the writing process, including understanding a text, brainstorming, expanding or refining ideas and organizing the work. Writing references and computers are available. The Writing Center is located in Founders Hall, Room 190B. Students may make an appointment or call (619) 260-4581. For the current schedule and further information go to [www.sandiego.edu/writingcenter](http://www.sandiego.edu/writingcenter).

## Academics

### Centers and Institutes

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

#### School of Business Administration

For centers and institutes within the School of Business Administration, See page 71.

#### School of Leadership and Education Sciences

For centers and institutes within the School of Leadership and Education Sciences, see page 117

#### Joan B. Kroc School of Peace Studies

For centers and institutes within the School of Peace Studies, see page 197

### Center for Inclusion and Diversity

The purpose of the Center for Inclusion and Diversity is to advise on issues, policies and practices that affect the USD's commitment to inclusion and diversity and to promote awareness and discussion by forming collaborative relationships across campus through forums, events and initiatives. The center is located in the University Center, Room 225 or go to [www.sandiego.edu/inclusion](http://www.sandiego.edu/inclusion)

### Center for Christian Spirituality

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

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

Open to all. Student participation is welcome. For information, contact the Center for Christian Spirituality, Maher Hall, Room 280, or (619) 260-4784.

### Institute of College Initiatives

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

### Study Abroad Opportunities

#### School of Business Administration

##### Ahlers Center for International Business

See page 71 for full details.

#### School Of Leadership and Education Sciences

##### Global Center

Go to [www.sandiego.edu/soles/centers-and-research/global-center/](http://www.sandiego.edu/soles/centers-and-research/global-center/).

#### Institute on International and Comparative Law

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

The programs provide intensive training in international law while introducing American students to the legal institutions of another country. Students from around the world attend and benefit from exposure to different cultural milieus, guest faculty viewpoints, foreign legal institutions and international history through tours and simulated legal proceedings. Graduate students in international relations or international business may be accepted into this program. Contact the program coordinator at (619) 260-7460, fax (619) 260-2230, or go to [www.sandiego.edu/lawabroad](http://www.sandiego.edu/lawabroad).

## International Center

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

### Office of International Studies Abroad

USD students in good standing may apply for a variety of international study abroad programs affiliated with the university. Each of the individual schools and colleges offer graduate level study abroad opportunities. For more information about these opportunities, please see page 48. To contact the Office of International Studies Abroad, please call (619) 260-4598 or go to [www.sandiego.edu/international](http://www.sandiego.edu/international).

### Office of International Students and Scholars

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

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

The Office of International Students and Scholars is also responsible for the welfare of all its international students and scholars. The office acts as a resource and support to international students and scholars in the transition to a new culture and environment. Assistance and advising is provided regarding the procedures, expectations and requirements of the U.S. academic system and the opportunity for the entire campus community to interact in order to promote and encourage globalization. The Office of International Students and Scholars provides a myriad of

educational, informational and social programs that include but are not limited to:

- International Student/Scholar Orientation
- Health care issues in the U.S. and health insurance enrollment
- Career planning and employment issues in the U.S. as a non-immigrant
- Opportunities for Community Service
- International Coffee Hours
- International Dinners
- International Movies
- Holidays Celebrations

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

### International Student Applicants

See page 25.

### International Study Resources

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

## English Language Academy

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

The ELA courses for undergraduate or graduate students include language skills for academic and professional purposes. The program currently offers five levels of academic and TOEFL preparation courses. It is a year-round program with small class sizes and a cultural component.

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

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

## Summer and Intersession

### Intersession

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

The Intersession class schedule may be obtained at the Summer and Intersession Office, Founders Hall, Room 117 or go to [www.sandiego.edu/sio](http://www.sandiego.edu/sio). See the Intersession Catalog for a detailed listing of Intersession courses, enrollment information, fee payment options and deadlines.

### Summer Sessions

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

August graduates who wish to participate in the May Commencement ceremony should register by May 1 for any needed courses that are being offered at USD in the summer sessions, pay their tuition and provide written confirmation of their enrollment to the One Stop Student Center. If the student withdraws from their summer courses after having participated in the graduation ceremony, their student account will be charged a forfeit fee equal to 100% of the tuition charges for the summer courses.

The summer sessions class schedule may be obtained at the Summer and Intersession Office, Founders Hall, Room 117 or go to [www.sandiego.edu/sio](http://www.sandiego.edu/sio). See the Summer Sessions Catalog for a detailed listing of summer courses, enrollment information, fee payment options and deadlines.

## Information Resources and Facilities

### Copley Library

The Helen K. and James S. Copley Library has more than 500,000 books, 6,000 media items, and subscribes to over 2,500 print journals and 125 online databases which provide access to more than 18,000 journals electronically. It also houses the university's media software collection, including video and audio tapes, DVDs, and CDs.

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

Copley Library is open 114 hours each week and its resources are organized in accessible, open stacks. Library faculty provide extensive reference service and spend time working individually with students as they complete assignments and prepare papers, speeches, and research reports of all kinds.

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

Copley Library provides remote access to nearly all of the article databases. Databases can be accessed from outside the USD campus via the library's home page. The system will validate you as an authorized user by asking for your name and 14-digit bar code number (as it appears on your USD ID). Some databases may require passwords as well that can be obtained at the Reference Desk in the library.

The library is beginning to offer QuestionPoint, a virtual reference service that will allow users to ask reference questions 24 hours a day. Copley offers access to course materials via traditional print reserves as well as electronic reserves (E-Res). The library offers workshops on subjects such as APA style and database searching to assist users with developing better research skills.

Study spaces are available for over 700 students and include group study areas, quiet carrels, and pleasant reading rooms furnished with antiques and contemporary art. The library has over 80 computer workstations and 30 laptops for checkout. Other available equipment includes photocopy machines, microform reader/printers, and media hardware.

For more information, go to [www.sandiego.edu/library](http://www.sandiego.edu/library).

## Pardee Legal Research Center

The Pardee Legal Research Center, located on the east end of campus, houses more than 547,000 volumes and volume equivalents of legal materials, including judicial, statutory, and administrative sources and an assortment of secondary materials on Anglo-American, foreign, and international law. Special concentrations include taxation, jurisprudence, human rights, intellectual property, environmental law and Mexican law. A full array of electronic resources is accessible through the website: [www.sandiego.edu/law/lrc](http://www.sandiego.edu/law/lrc). The library is a federal and state government depository. The Legal Research Center is a partner in The San Diego Circuit library consortium, which provides access to the research collections of other San Diego libraries.

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

## Academic Technology Services

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

ATS is comprised of several distinct units designed to provide specific support and services campus-wide. Client Support Services oversees the operation of Desktop Support Services; the Help Desk and the operation of distributed technicians across the campus. ITS technicians install, maintain and troubleshoot all of the supported and standard software and hardware. They are your primary point of contact for any technology-related questions, (ext. 7900, [help@sandiego.edu](mailto:help@sandiego.edu)). Academic Computing Labs offer Windows, Macintosh and Linux computers for both student and instructional needs (ext. 2765). The Instructional and Media Technology (IMT) team is dedicated to supporting faculty with the adoption and implementation of digital media technology in teaching and learning, support of the Learning Management System, emerging and integrated technologies, and IT training workshops (ext. 7400, [iteam@sandiego.edu](mailto:iteam@sandiego.edu)). Media Services provides a full range of classroom services and audiovisual support, classroom lecterns, video and graphics support; the circulation desk offers a wide variety of equipment that can be checked out for your extended use. IMT also supports the web and any

Video Teleconferencing facilities (ext. 4567, [IMS@sandiego.edu](mailto:IMS@sandiego.edu)). Lastly, the Academic Systems support team consists of the system architects and programmers in charge of many academic server resources and systems administration. To learn more about the technologies and resources available, please visit [www.sandiego.edu/ats](http://www.sandiego.edu/ats).

## Instructional Media Services

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

We provide a wide range of resources including instructional equipment lending, digital graphic services, audio/video/multimedia production for academic use, media duplication, video/multimedia workstations, technical assistance, classroom technology support and repair, consultation/installation services and limited multimedia related software training. IMS can provide support for graphics design, instructional based video production, digitizing, and other related services for your web-based teaching activities in consultation with Academic Technology Services.

college of arts and  
sciences

Donald P. Shiley  
CENTER FOR SCIENCE AND TECHNOLOGY

←→←→  
Pearce Marcos Atrium

## College of Arts and Sciences

### Administration

Noelle Norton, PhD, DEAN  
 James O. Gump, PhD, ASSOCIATE DEAN  
 Carole L. Huston, PhD, ASSOCIATE DEAN  
 Perla Meyers, PhD, ASSOCIATE DEAN  
 Neena Din, PhD, ASSISTANT DEAN  
 Delavan Dickson, PhD, DIRECTOR, Pre-Law Advising  
 Pauline B. Powell, MS, ASSISTANT DEAN

### Faculty

Frederick I. Archer, PhD  
 Lisa T. Ballance, PhD  
 Thomas Barton, PhD  
 Michel A. Boudrias, PhD  
 Ann B. Bowles, PhD  
 Maria Carrera, MA  
 Cynthia Caywood, PhD  
 Ray Chambers, BS  
 Jeffrey A. Crooks, PhD  
 Del Dickson, PhD  
 Casey B.K. Dominguez, PhD  
 Mark A. Drawbridge, MS  
 Emily Edmonds-Poli, PhD  
 Hugh I. Ellis, PhD  
 Iris H. W. Engstrand, PhD  
 R. Colin Fisher, PhD  
 Gerhard Gessner, MA  
 Jan Gist, MFA  
 Michael J. Gonzalez, PhD  
 Sarah C. Gray, PhD  
 James O. Gump, PhD  
 Michael G. Hinton, PhD  
 Ronald S. Kaufmann, PhD  
 Thomas G. Kretschmar, PhD  
 N. Chin Lai, PhD  
 Sarah Levin-Richardson, PhD  
 Virginia Lewis, PhD  
 Mary Sue Lowery, PhD  
 Molly A. McClain, PhD  
 Vidya Nadkarni, PhD  
 Noelle Norton, PhD  
 Clara Oberle, PhD  
 Robert J. Olson, PhD  
 Bethany O'Shea, PhD  
 Lee Ann Otto, PhD  
 Michael R. Pfau, PhD  
 Nathalie B. Reynolds, PhD  
 Fred Miller Robinson, PhD

Steven P. Searcy, PhD  
 Richard Seer, MFA  
 Kenneth Serbin, PhD  
 David Shirk, PhD  
 Avi Spiegel, PhD  
 Kathryn Statler, PhD  
 Abraham Stoll, PhD  
 Yi Sun, PhD  
 Drew M. Talley, PhD  
 Theresa S. Talley, PhD  
 Russell D. Vetter, PhD  
 J. Michael Williams, PhD  
 Randy Willoughby, PhD  
 Zhi-Yong Yin, PhD

### Mission Statement

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

## Master of Fine Arts in Dramatic Arts, Graduate Theatre

Richard Seer, MFA, CHAIR, Acting  
 Brian Byrnes, MFA, Movement  
 Maria Carrera, MA, Alexander Technique  
 Cynthia Caywood, PhD, Restoration Drama  
 Ray Chambers, BS, Acting  
 Gerhard Gessner, MA, Yoga  
 Jan Gist, MFA, Voice and Speech  
 Abraham Stoll, PhD, Renaissance Drama  
 Fred Miller Robinson, PhD, Modern Drama

A joint venture of The Old Globe and the University of San Diego, the Master of Fine Arts in Dramatic Arts program nationally recruits seven students each year to participate in an intensive two-year, year-round course of graduate study in classical theatre. Students participating in this 60-unit program fulfill the training portion of their study at the University of San Diego and their practical performance work at The Old Globe under the supervision of Globe staff.

This is a highly selective program, limited to seven new admissions per year. For additional information, go to [www.graduateacting.com](http://www.graduateacting.com).

### 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 three units of credit.

#### First Year

##### Fall Semester (12 units)

THEA 501 Text and Context: Modern Drama  
 THEA 511 Movement I  
 THEA 521 Acting I  
 THEA 541 Voice and Speech I

#### First Year

##### Spring Semester (12 units)

THEA 502 Text and Context: Renaissance Drama  
 THEA 512 Movement II  
 THEA 522 Acting II  
 THEA 542 Voice and Speech II

#### Second Year

##### Summer (6 units)

THEA 506 Graduate Colloquium  
 THEA 531 Globe Production I

#### Second Year

##### Fall Semester (12 units)

THEA 503 Text and Context: Molière and Restoration Drama  
 THEA 513 Movement III  
 THEA 523 Acting III  
 THEA 543 Voice and Speech III

#### Second Year

##### Spring Semester (12 units)

THEA 595 Thesis Project  
 THEA 514 Movement IV  
 THEA 524 Acting IV  
 THEA 544 Voice and Speech IV

#### Second Year

##### Summer (6 units)

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 MFA oversight committee. Periodic evaluations, apart from the normal grading process, will help determine the advisability of students'

### Courses

#### 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: MOLIÈRE AND RESTORATION DRAMA (3)

A study of the cultural background of Molière, the Restoration and the 18th century. Readings in the drama of these eras 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)**

This course utilizes the concepts and theories of Laban, Bartenieff, Lessac and Michael Chekhov as the basis for vocal/physical explorations and a foundation of a movement-based technique for the actor. Also, yoga and private tutorials in the Alexander Technique continue throughout the program.

**THEA 512 MOVEMENT II (3)**

An introduction to stage combat, this course focuses on the skills needed to execute safe and dramatically effective stage violence. Classes address the unique focus necessary for the integration of combat skills into the actor's process.

**THEA 513 MOVEMENT III (3)**

This course is designed to give actors the opportunity to apply movement concepts and principles directly to their acting process, strengthening the development of an integrated movement-based psycho-physical acting technique.

**THEA 514 MOVEMENT IV (3)**

An in-depth exploration of Michael Chekhov's psycho-physical approach to acting. Classes focus on the main concepts of the technique - Chekhov's basic psycho-physical exercises; work with qualities, sensations and feeling, character, actions & gesture and atmosphere.

**THEA 521 ACTING I (3)**

An exploration of the Stanislavski technique and application of its analytical process to texts in the Modern Drama genre. In addition, extra-curricular performance assignments will be an integral part of this and all acting courses throughout the program.

**THEA 522 ACTING II (3)**

Applying techniques and exploration begun in Acting I, this course will concentrate on performance of Shakespeare and heightened language. Students will practice techniques widely used by professionals in the performance of verse and complex language. Individual emphasis will be placed on practicing alternative techniques that support growth and range of performance.

**THEA 523 ACTING III (3)**

Students will perform scenes from a range of periods such as French neo-classical, English restoration and 19th century. Individual emphasis will be placed on practicing alternative techniques that support growth and range of performance.

**THEA 524 ACTING IV (3)**

This course is designed to develop skills in preparation for professional theatre careers. Workshops in audition technique, monologue preparation, on-camera performance and the business of acting are taught throughout the semester.

**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 at The Old Globe under the supervision of the Director of the program. This course is Pass/Fail.

### Additional Requirements for Admission

## Master of Fine Arts in Dramatic Arts, Graduate Theatre

See page 22 for basic admission requirements.

Entrance Semester	Fall
Application Deadline	Please visit website for details.
Minimum Grade Point Average	None
Standardized Admission Test	None
Required coursework	None
Required Licenses/Credentials	None
Additional Requirements	Audition/Interview

**THEA 533 GLOBE PRODUCTION III (3)**

Independent study practicum at The Old Globe under the supervision of the Director of the program. This course is Pass/Fail.

**THEA 541 VOICE AND SPEECH I (3)**

As preparation for professional theatre performance, this course develops awareness and health of the vocal instrument and builds skill in breath support, rich vocal resonance, precise articulation, stage worthy vocal presence, the International Phonetic Alphabet, scansion and the speaking of rhetoric.

**THEA 542 VOICE AND SPEECH II (3)**

Exercises are further developed into individually designed vocal warm-ups. The IPA is now used to identify and differentiate the speech styles of: "General American" "Standard American" and "Standard English."

**THEA 543 VOICE AND SPEECH III (3)**

Focuses on The Four Components of Voice: Quality, Force, Time and Pitch. Students practice and perform speeches from Shakespeare and contemporary plays, to speak with variety, specificity, expressiveness and intention.

**THEA 544 VOICE AND SPEECH IV (3)**

Stage Dialects and Accents - this course provides practice in the process of identifying, analyzing and learning to speak English with the appearance of an authentic dialect or accent for performance. Studies include phonetic sound changes, pitch patterns, rhythms and speeds, tone placements and cultural expectations of those societies.

**THEA 595 TEXT AND CONTEXT: THESIS PROJECT (3)**

Workshop dedicated to producing the program thesis, an original solo performance piece. Coursework includes research, writing and rehearsal. continuing in the program.

## Master of Arts in History

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

Thomas Barton, ASSOCIATE PROFESSOR, PhD, Yale University

Iris H. W. Engstrand, PROFESSOR, PhD, University of Southern California

R. Colin Fisher, ASSOCIATE PROFESSOR, PhD, University of California, Irvine

James O. Gump, PROFESSOR, PhD, University of Nebraska

Sarah Levin-Richardson, PhD, ASSISTANT PROFESSOR, Stanford University

Clara Oberle, ASSISTANT PROFESSOR, PhD, Princeton University

Molly McClain, PROFESSOR, PhD, Yale University

Kenneth P. Serbin, PROFESSOR and CHAIR, PhD, University of California, San Diego

Kathryn Statler, PROFESSOR, PhD, University of California, Santa Barbara

Yi Sun, ASSOCIATE PROFESSOR, PhD, Washington State University

The Department of History at the University of San Diego offers graduate-level preparation for many fields involving public and academic history. The individuals who complete the MA program have found work as newspaper editors, community college professors, high school and grammar school teachers, documentarians, museum curators, librarians, public policy analysts and historic preservationists. Others have gone on to PhD programs in history, political science, or international relations. In short, by working with talented professors who possess a broad range of learning and experience, graduates from the MA program will possess a better understanding of history and acquire the skills necessary to pursue any number of careers.

This 30-unit MA program is open and recommended to qualified students who wish to study public history or academic history.

The graduate program offers opportunities to intern at one of the many museums and historical societies in San Diego, including, but not confined to, Old Town San Diego State Historic Park, the Veterans Museum and Memorial Center, Helix Water District, the San Diego Museum of Man, the Cabrillo National Monument, the San Diego Hall of Champions, the Marine Corps Recruit Depot, the San Diego Historical Society — with its related Serra Museum — the Villa Montezuma and the Marston House. Students also may choose to work for preservation organizations or in the offices of local architects.

## Program Description

The Master of Arts Program in History offers a 30-unit curriculum in which one class equals three units. Twenty-four units involve course work. The remaining six units concern the thesis. The student will submit the thesis at the conclusion of his or her study. The thesis, which should be between 80 to 100 pages in length, will be a testament to the student's ability to interpret primary documents and employ independent thought. The student selects the thesis topic in conjunction with his or her advisor. 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 in the evening.

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

## Requirements for the Degree

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

- HIST 500 Core Seminar (3)
  - EDUC 502 Teaching Seminar (3)
  - HIST 502 Public History Seminar (3)
  - HIST 598 Internship (3)
- A student can only register for History 598 once. The internship class cannot be repeated.*
- History 595 Thesis (6)

History 595 (Thesis), which is usually worth three units, can be satisfied in several ways: The student can take History 595 as a three-unit seminar. The seminar will teach students how to research, organize, and write a thesis. Or, the student can register for HIST 595 as a directed study class and work under the supervision of the thesis advisor until the 6-unit requirement is met and the thesis is completed. Or the student may take History 595 as a seminar AND History 595 as a directed study class by working under the supervision of the thesis advisor. Once a student has finished all coursework, 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. Even if the student has taken six units of History 595 and finished all other coursework, he or she still must still register for thesis units to remain in good standing and avoid the risk of being disqualified by the university registrar. A pamphlet entitled *Instructions for the Preparation and Submission of the Master's Thesis* is available for sale in the university bookstore.

With some exceptions to be noted below, and in addition to the classes described in the preceding paragraph, the remaining 12 units of coursework must come from history classes numbered in the 500s. Of these twelve units, up to six units of electives can be taken from the graduate programs in international relations, art history, theology and religious studies, education, business administration, peace and justice, and law. Under certain circumstances, and with special graduate level adjustments, the elective classes may be taken at the undergraduate, upper-division level.

Only one course with a grade of "C+", "C", or "C-" may count towards the degree.

No courses with a grade of "D" or "F" will count toward the degree although the grade will be calculated in the GPA.

## Recommended Program of Study

### First Year

Fall Semester	Spring Semester
History 500 (3)	EDUC 502 (3)
History 502 (3)	Elective (3)
Elective (3)	History 595 (3)

### Second Year

Fall Semester	Spring Semester
History 598 (3)	History 595 (3)
Elective (3)	Elective (3)

## Courses

History 500 and History 502 are only offered in the fall semester. EDUC 502, which is offered by the School of Leadership and Educational Sciences (SOLES), is only offered during the spring semester. All other classes are offered on a rotating basis. In some instances, graduate offerings will be cross-listed with an upper-division, undergraduate class. Graduate students and undergraduates will sit together in the same class. Graduate students, however, will be given extra assignments and will be expected to perform at a higher level.

### HIST 500 CORE SEMINAR IN HISTORY (3)

Required for all MA candidates in history. The class will examine different historical methodologies and introduce students to the rigors of graduate school.

### EDUC 502 TEACHING SEMINAR (3)

This course, offered by the School of Education, or SOLES, will discuss teaching methods, evaluate course content, instruct students in the use audio-visual materials and make use of oral presentations to simulate classroom lectures. Essential for those preparing to become teachers or continuing the pursuit of graduate degrees in history.

**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 website. 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. 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.

**Additional Requirements for Admission****Master of Arts in History**

See page 22 for basic admission requirements.

Entrance Semesters	Fall, Spring
Application Deadlines	Rolling admissions policy. To be considered for financial aid and/or scholarships, applications must be received by March 1 for fall, or October 1 for spring.
Minimum GPA	3.2 (4.0 scale)
Standardized Tests	Graduate Record Examination (GRE), and in some instances, other tests like the GMAT or LSAT. For the GRE, it is preferred that the applicant score at least 500 in the verbal section; 500 in the quantitative section; and 4.5 on the analytical section.
Required Degree	Bachelor of Arts from any accredited university or college.
Required Credentials	None
Additional Requirements	None

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

**HIST 580 TOPICS IN THE HISTORY OF THE AMERICAN WEST (3)**

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, the class will address the Gold Rush; problems of statehood; constitutional developments; land, labor and Indian policies; transportation and immigration; agriculture and industry; California during wartime; water projects; political issues; cultural accomplishments; racial diversity; and recent trends. Meets the requirements of California history standards for various teaching credentials.

**HIST 595 THESIS (0.5-6)**

May be taken as a three-unit class. In other instances, History 595 may be repeated when student is writing and researching the thesis. When not taken as a seminar, History 595 will receive an incomplete. The grade for History 595 will not be recorded until the thesis is completed and submitted.

**HIST 598 INTERNSHIP (3)**

See Department Advisors 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, a maximum of six elective units may be taken at the undergraduate, upper-division level. Each class is worth three units.

HIST 310	Ancient Near East
HIST 311	Greek Civilization
HIST 312	Roman Civilization
HIST 321	The Fall of the Roman Empire, 250-1050
HIST 322	Castles and Crusades: Medieval Europe, 1050-1450
HIST 323	Medieval Women
HIST 331	Renaissance and Reformation
HIST 333	Europe 1600-1800
HIST 334	European Art and Architecture in Context
HIST 340	World War I
HIST 341	World War II
HIST 345	Topics in Military History
HIST 346	Topics in Medieval and Early Modern Europe
HIST 347	Topics in Modern Europe
HIST 348	Modern France
HIST 350	History of the British Isles
HIST 351	Modern Britain
HIST 352	The British Empire
HIST 353	Spain to 1820
HIST 354	Modern Spain
HIST 355	Imperial Russia
HIST 356	Russia since 1917
HIST 357	Topics in Russian and East European History
HIST 358	Topics in Modern World History
HIST 359	Modern Middle East
HIST 360	Colonial Latin America
HIST 361	Modern Latin America
HIST 362	Topics in Latin American History
HIST 363	History of Brazil
HIST 364	Topics in Asian History
HIST 365	History of China
HIST 366	History of Japan
HIST 367	Women in East Asia
HIST 368	History of Africa
HIST 369	Issues in Modern Africa
HIST 370	American Environmental History
HIST 371	Topics in Early American History
HIST 373	U.S.-East Asia Relations
HIST 373	Armed Conflict in American Society
HIST 374	Civil War and Reconstruction
HIST 375	Topics in Modern American History
HIST 376	United States Foreign Relations to 1914

HIST 377	United States Foreign Relations since 1914
HIST 378	Topics in United States Intellectual and Social History
HIST 379	Topics in United States Mass Media History
HIST 380	History of the American West
HIST 381	American Indian History
HIST 382	The Spanish Borderlands
HIST 383	Chicano History
HIST 384	History of Mexico
HIST 386	The Pacific Ocean in History
HIST 387	History of Baja California
HIST 389	History of California
HIST 390	Art and Architecture in California

## Master of Arts in International Relations

Randy Willoughby, PhD, GRADUATE DIRECTOR and PROFESSOR, U.S. National Security, Regional Security, European Politics
J. Michael Williams, PhD, JD, CHAIRMAN and ASSOCIATE PROFESSOR, Comparative Politics, Politics in Sub-Saharan Africa, Politics in South Africa
Del Dickson, PhD, JD, PROFESSOR, Comparative and International Law
Casey B.K. Dominguez, PhD, ASSOCIATE PROFESSOR, American Politics, Research Design
Emily Edmonds-Poli, PhD, ASSOCIATE PROFESSOR, Politics in Latin America, U.S.-Latin American Relations, Politics in Mexico
Virginia Lewis, PhD, PROFESSOR, Political Theory
Vidya Nadkarni, PhD, PROFESSOR, International Relations Theory, American Foreign Policy, Politics in Russia
Noelle Norton, PhD, PROFESSOR, American Politics, Gender Politics
Lee Ann Otto, PhD, PROFESSOR, Politics in Japan, Politics in China, Revolutionary Change
Michael R. Pfau, PhD, ASSOCIATE PROFESSOR, Politics in Germany, Research Design
David Shirk, PhD, ASSOCIATE PROFESSOR, Comparative Politics, International Political Economy, Politics of Latin America, U.S.-Latin American Relations, Politics in Mexico, Transnational Crime and Terrorism
Avi Spiegel, PhD, JD, ASSISTANT PROFESSOR, Politics in the Middle East, U.S.-Middle East Relations

### Program Description

The Master of Arts in International Relations at USD offers a 30-unit curriculum of comparative politics and international relations. The program is structured around academic and professional preparation for students

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

## Scholarships and Grants

The Political Science department normally awards a small number of non-renewable scholarships to students in the MAIR program. The Dean's Merit scholarships generally range from \$5,000 to \$10,000 and the Irving Salomon Awards generally range from \$300 to \$500. Both are awarded based on academic achievement and promise. Continuing students are evaluated based on their performance in the program and the rigor of their chosen coursework. Entering students are evaluated based on the overall quality of their admission application. Prospective students whose application packet is not complete by the priority deadlines (March 1 for fall, October 1 for spring) will normally not be considered for merit awards in their first semester. Entering students will be notified of scholarship awards with their letters of admission. Continuing students are generally notified of their awards

before the beginning of the semester. Many USD graduate students in the College receive "graduate grants" of 325 dollars per unit (for a total of up to 10,000 dollars for the 30 unit program) as long as they have completed a FAFSA, are enrolled in at least six units per semester; and determined to be eligible by the USD financial aid office. All military students both active duty and retired are automatically awarded scholarships of around 200 dollars per unit (15% of tuition), no matter what their course load.

## Requirements for the Degree

- Approval of courses by graduate director for all 30 units.
- At least 24 units of political science at the 500-level, including Theories of International Relations (POL 570 3 units), Comparative Politics (POL 550 3 units), Research Design (POL 596 1.5 units) and Capstone (POL 596 1.5 units.)
- Up to six units of relevant courses chosen from among undergraduate political science, peace and justice studies, economics, history, business administration, or law. Up to six units of travel courses. Up to six units of graduate coursework in international relations from another university.
- 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 all grades are calculated in the GPA.) Normally only six units of travel coursework can count to the degree.
- Satisfactory performance on a comprehensive examination in the final semester.

## Elective Courses

Students may take up to six units in elective credit from the course listings below and other courses in these departments that are international in content, subject to permission by both MAIR and host program directors. Undergraduate political science courses not listed here are also candidates for graduate electives, subject to permission from the graduate advisor and class instructor.

### Department of History (each class is worth three units)

HIST 548	Vietnam War
HIST 559	Topics in Modern Middle East
HIST 560	Topics in Latin American History
HIST 564	Topics in Asian History
HIST 568	Issues in Modern Africa
HIST 575	Topics in Modern American History (as long as content focuses on International Relations)

**School of Law (units will vary)**

Enrollment in law courses requires approval of the Law School.

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

**School of Business Administration (units will vary)**

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

GSBA 507	Peace Through Commerce
GSBA 508	International Legal and Social Environment of Global Business
GSBA 523	International Financial Management
GSBA 532	International Comparative Management
GSBA 582	Advanced International Business Negotiations
GSBA 585	Business Environment of Asia and the Pacific Rim
GSBA 587	Latin American Business Environment

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

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

PJS 510	Religion and Conflict Transformation
PJS 550	Analysis and Resolution of Violent Conflict
PJS 552	Conflict Resolution in Communities and Organizations
PJS 553	International Conflict Prevention & Resolution
PJS 554	Warlords, Druglords and Gangs: The Challenge of Factional Conflict in Peacebuilding and Post-Conflict Reconstruction
PJS 556	International Negotiations
PJS 558	Peace and Justice in World Politics: Theory and Practice
PJS 572	Environmental Justice
PJS 574	Civil Society, Peacebuilding and Development
PJS 580	International Justice and Human Rights
PJS 582	Transitional Justice and Responding to Mass Atrocities

**Requirements for Admission****Master of Arts in International Relations**

See page 22 for basic admission requirements.

Entrance Semesters	Fall, Spring, Summer
Application Deadlines	Applications are considered on a rolling basis throughout the year. However, to guarantee consideration for scholarships, applications must be received before March 1 for fall or Oct. 1 for spring enrollment. Minimum Grade Point Average is normally 3.2 (4.0 scale)
Admission Tests	The Graduate Record Examination (GRE) General Test is required without exception. Minimum expected scores are 153 on Verbal, 144 on Quantitative, and 4.5 on Analytical. The TOEFL is also required of international students with non English degrees; a minimum score around 90 is expected.
Undergraduate Coursework	Some coursework in political science, economics, history, and international relations is normally expected.
Required Licenses or Credentials	None
Additional Requirements	Career experience relevant to international affairs is not required but can be an important element in an application package offsetting weaknesses in other parts of an applicant's portfolio.



## Master of Science in Marine Science

- Ronald S. Kaufmann, PhD, GRADUATE PROGRAM  
DIRECTOR, ASSOCIATE PROFESSOR, Pelagic and  
Benthic Ecology
- Michel A. Boudrias, PhD, ASSOCIATE PROFESSOR,  
Locomotion, Benthic Ecology
- Hugh I. Ellis, PhD, PROFESSOR, Avian Physiological  
Ecology, Waterbirds
- Sarah C. Gray, PhD, PROFESSOR, Paleoclimatology,  
Sedimentology
- Mary Sue Lowery, PhD, PROFESSOR, Fish Biochemistry  
and Muscle Development
- Bethany O'Shea, PhD, ASSISTANT PROFESSOR,  
Environmental Geochemistry
- Nathalie B. Reyns, PhD, ASSISTANT PROFESSOR,  
Biophysical Dispersal of Larvae, Fisheries  
Oceanography
- Steven P. Searcy, PhD, ADJUNCT ASSISTANT PROFESSOR,  
Early Life History of Fishes and Invertebrates
- Drew M. Talley, PhD, ASSISTANT PROFESSOR, Coastal  
Ecology, Habitat Connectivity
- Zhi-Yong Yin, PhD, PROFESSOR, Hydroclimatology, GIS  
and Remote Sensing

### Affiliated Faculty

- Frederick I. Archer, PhD, Population Genetics and  
Delphinid Fisheries (Southwest Fisheries Science  
Center)
- Lisa T. Ballance, PhD, Cetacean and Seabird Ecology  
(Southwest Fisheries Science Center)
- Ann B. Bowles, PhD, Bioacoustics (Hubbs-SeaWorld  
Research Institute)
- Jeffrey A. Crooks, PhD, Invasive Species (Tijuana Estuary  
National Estuarine Research Reserve)
- Mark A. Drawbridge, MS, Fish Hatcheries and Aquaculture  
(Hubbs-SeaWorld Research Institute)
- Michael G. Hinton, PhD, Pelagic Ecology, Population  
Ecology, Statistics (Inter-American Tropical Tuna  
Commission)
- Thomas G. Kretzschmar, PhD, Hydrogeology (Centro de  
Investigacion Cientificas y de Enseñanza Superior  
de Ensenada)
- N. Chin Lai, PhD, Physiology of Fish (Veterans  
Administration; UC San Diego)
- Robert J. Olson, PhD, Fisheries Management (Inter-  
American Tropical Tuna Commission)
- Theresa S. Talley, PhD, Coastal Ecosystems (California Sea  
Grant Extension Program)
- Russell D. Vetter, PhD, Ecology, Evolution and Molecular  
Biology of Fishes (Southwest Fisheries Science Center)

The 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 nearby institutions, such as the Southwest Fisheries Science Center (National Marine Fisheries, NOAA), Hubbs-SeaWorld 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, Hubbs-SeaWorld Research Institute and several other institutions. 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.

Our faculty currently are involved in research in environmental geochemistry, climatology, paleoclimatology, hydrology, oceanography, marine biology, locomotion and fluid dynamics, physiology, ecology and population genetics. Affiliated marine science faculty work in the areas of bioacoustics, fisheries, aquaculture, molecular genetics, hydrogeology, 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 website.

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 PhD.

## Recommended Program of Study

### First Year

Semester I	Semester II
MARS 500 (2)	MARS 501 (3)
MARS 510 (4)	MARS 512 or 513 (4)
MARS 511 (4) OR Elective (3)	MARS 596 (1-2)

### Second Year

Semester I	Semester II
MARS 520 (3)	MARS 512 or 513 (4)
MARS 596 (6)	MARS 596 (4)
	MARS 597 (1)

Note: Most students take 0.5 unit of MARS 597 in each semester of the third year instead of Semester II of the second year.

## Requirements for the Degree

### I. Coursework (23 units)

MARS 500	Core Seminar I (2)
MARS 501	Core Seminar II (3)
MARS 520	Statistics (3)
Graduate Elective	(3)

#### Three of:

MARS 510	Oceanography I (4)*
MARS 511	Oceanography II (4)*
MARS 512	Oceanography III (4)*
MARS 513	Oceanography IV (4)*

\*Depending on student's previous coursework, one or more of the MARS 510-513 series may be waived.

### II. Thesis (minimum 9 units)

MARS 596—Research (0.5\*-6)

A maximum of 12 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 all of the program requirements except MARS 597 (Thesis). Students who are enrolled for 0.5 unit of MARS 596 or 597 are considered half-time.

### III. Electives or Additional Research (4 units)

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

## IV. Minimum Units

The minimum number of units required for graduation is 32; however, if three courses from the MARS 510-513 series are 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 members from approved outside institutions. The entire thesis committee will meet with the student semi-annually to assess progress and give advice. Following approval of the thesis proposal by both the thesis chair and the graduate director and satisfaction of any deficiencies noted at the time of admission to the program, the student will be recommended for candidacy by the thesis committee. Adequate progress will need to be made to maintain candidacy (see candidacy policy, available from the graduate director). Additional courses related to the student's area may be required by the thesis chair (see also Thesis, page 67). All students must be enrolled for at least 1 unit to remain active in the program. Students who have completed all program requirements except MARS 597 (Thesis), including all required courses, may enroll in 0.5 units to remain active in the program.

## Courses

### 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 (3)

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. Prerequisite: 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. Prerequisite: one year of general biology, with laboratory.

**MARS 512 OCEANOGRAPHY III: MARINE GEOCHEMISTRY (4)**  
Why are the oceans salty? This course begins by tracing the path of material sources to the ocean reservoir; from river, groundwater, atmospheric and hydrothermal vent pathways. A significant emphasis is placed on chemical processes operating within the ocean reservoir, such as carbonate equilibrium, trace element distributions in sea water and particulate matter reactivity. The course concludes with an analysis of geochemical processes occurring within material sinks in the oceans, which are largely controlled by sediment redox and diagenetic processes. Three lectures and one laboratory per week. Prerequisite: one year of general chemistry, with laboratory.

**MARS 513 OCEANOGRAPHY IV: MARINE COMMUNITY ECOLOGY (4)**

This course is intended to introduce students to the fundamentals of marine community ecology, provide students with field experiences so that they may become familiar with various ecological sampling designs and methods and expose students to the diversity of coastal marine environments in the San Diego area. Students will

**Additional Requirements For Admission****Master of Science in Marine Science**

See page 22 for basic admission requirements.

Entrance Semesters	Fall (spring, only under special circumstances)
Application Deadline	Fall: Priority application deadline Jan 31; 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 of chemistry and one semester each of biology, calculus, and physics Recommended: one course in statistics, 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 also may be submitted) The application's Statement of Purpose should specifically address research interests that should be compatible with the work of the Marine Science core and affiliated faculty.

read and discuss classic marine ecology papers and conduct marine ecological studies in field and laboratory settings. Students will also be required to participate in a semester-long research project. Prerequisite: an undergraduate course in ecology or consent of instructor.

#### 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 R and will have the opportunity to work with their own data, if applicable. Three hours per week. Prerequisite: an undergraduate course in statistics or consent of instructor.

#### MARS 552 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 (4)

Course examines the various aspects of ichthyology encompassing the anatomy, physiology, ecology, evolution, ethology and natural history of fishes. Lab includes techniques of identification and a general survey of fish systematics and zoogeography. Three hours of lecture and one laboratory per week. 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. Prerequisites: one year of introductory biology and at least two upper-division courses in zoology or ecology, or consent of instructor.

#### 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, or consent of instructor.

#### MARS 573 CLIMATOLOGY (4)

A course to cover principles of climatology and methods of climatic data analysis. The fundamentals of climatology, methods and technologies used in acquiring and analyzing climatic data and current issues such as human-induced climatic changes will be discussed. This course will cover the Earth's energy budget and temperature, moisture in the atmosphere and precipitation, winds and the general circulation and climates in different regions of the world. Three lectures and one laboratory per week. Prerequisites: a course in meteorology or earth science and a course in statistics, or consent of instructor.

#### MARS 574 HISTORY OF THE EARTH AND CLIMATE (3)

A survey of the history of the earth system focusing on ocean-atmosphere-ice sheet dynamics and their interaction on past global climate change. Topics include geologic record of past climate cycles, causal mechanisms of past climate change and the scientific basis of global warming. Three hours of lecture per week. Prerequisites: MARS 510 or 512, or consent of instructor.

#### MARS 574L HISTORY OF THE EARTH AND CLIMATE LABORATORY (1)

A laboratory course designed to introduce students to methods and techniques used in historical geology and paleoclimatology including: a) identification of depositional environments; b) identification of invertebrate fossils and modes of fossilization; c) correlation and sequence stratigraphy; d) radiometric dating; and e) isotopic proxies of climate. The laboratory may include field trips. Prerequisites: MARS 510 or 512, or consent of instructor.

**MARS 583 INTRODUCTION TO REMOTE SENSING (4)**

An introduction to remote sensing technology and its applications in earth science. This course will cover principles of remote sensing, aerial photography, photogrammetry, electronic multispectral imaging and methods of digital imaging processing and analysis. Applications of remote sensing in marine and terrestrial environments and integration of remote sensing and geographic information systems also will be discussed. Three lectures and one laboratory per week and some field trips. Prerequisites: at least one course in GIS and at least one physical science course, or consent of instructor.

**MARS 585 ENVIRONMENTAL GEOLOGY (4)**

This course will provide an in-depth examination of the geological principles and issues pertinent to the environmental consulting industry. It will include a discussion of geologic hazards, including floods, mass wasting, earthquakes and erosion. An examination of the geology of groundwater occurrence, groundwater flow and groundwater development and management also will be addressed. Specific examples from the San Diego region will be emphasized. Three lectures and one laboratory per week. Prerequisite: a course in introductory geology, with laboratory, or consent of instructor.

**MARS 587 SURFACE WATER HYDROLOGY (4)**

A course to cover principles of surface water hydrology and methods to solve hydrologic problems related to urbanization, soil and water conservation and water resources management. The components of the hydrologic cycle and the concept of water balance will be discussed in detail. This course also will cover various methods of hydrologic computation, the basics of watershed modeling, applications of GIS in hydrology and issues especially relevant to Southern California. Three lectures and one laboratory per week and some field trips. Prerequisites: a course in introductory geology, with laboratory, or consent of instructor. An introductory course in statistics is recommended.

**MARS 594 SPECIAL TOPICS (2-4)**

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 student. Generally, this course would be related to the research interests of a student and would be under the guidance of a member of the student's thesis committee. Typically, a maximum of three units may be used toward the degree requirements without consent of the director.

**MARS 596 RESEARCH (0.5-6)**

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

**MARS 597 THESIS (0.5-1)**

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

**Undergraduate Courses**

A maximum of six 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 Course Catalog for course descriptions.

BIOL 301	Biostatistics (4)
BIOL 350	Invertebrate Zoology (4)
BIOL 364	Conservation Biology (4)
BIOL 416	Population Biology (4)
BIOL 460	Ecology (4)
BIOL 477	Invertebrate Physiology (3)
BIOL 478	Vertebrate Physiology (3)
BIOL 482	Molecular Biology (3)
CHEM 331	Biochemistry (3)
CHEM 355	Environmental Chemistry (3)
ENVI 315	Geographic Information Systems (3)

OLIN HALL

school of  
business administration



## School of Business Administration

### Administration

David F. Pyke, PhD, DEAN  
 C. David Light, PhD, ASSOCIATE DEAN  
 Manzur Rahman, PhD, JD, ASSOCIATE DEAN  
 Carmen M. Barcena, EdD, ASSISTANT DEAN,  
 Internal and Student Affairs  
 David A. Bergheim, MBA, DIRECTOR, Marketing  
 Elizabeth G. Mueller, MBA, DIRECTOR, Development  
 Brittan Trozzi, MBA, ASSOCIATE DIRECTOR,  
 Marketing and Alumni Relations

### Undergraduate Programs

Thomas M. Dalton, PhD, CPA, DIRECTOR  
 Jewel Leonard, JD, ASSISTANT DIRECTOR

### Graduate Programs

#### Master of Business Administration

#### Master Of International Business Administration

Manzur Rahman, PhD, JD, ACADEMIC DIRECTOR  
 Kacy Hayes, PhD, ADMINISTRATIVE DIRECTOR

#### Master of Science In Accountancy

Diane D. Pattison, PhD, ACADEMIC DIRECTOR

#### Master of Science In Executive Leadership

Christina de Vaca, MBA, ADMINISTRATIVE DIRECTOR

#### Master of Science In Global Leadership

Stephanie Kiesel, JD, MPA, DIRECTOR

#### Master of Science In Real Estate

Charles Tu, PhD, ACADEMIC DIRECTOR  
 Ines A. Kraft, PhD, ADMINISTRATIVE DIRECTOR

#### Master of Science in Supply Chain Management

Lauren Lukens, ADMINISTRATIVE DIRECTOR

#### Master of Science In Taxation

Diane D. Pattison, PhD, ACADEMIC DIRECTOR

### Centers, Institutes and Programs

[www.sandiego.edu/business](http://www.sandiego.edu/business)

#### Accountancy Institute

Diane D. Pattison, PhD, DIRECTOR

#### Ahlers Center For International Business

Denise Dimon, PhD, DIRECTOR

#### Burnham-Moores Center For Real Estate

Mark J. Riedy, PhD, EXECUTIVE DIRECTOR

#### Center For Peace And Commerce

Stephen Conroy, PhD, DIRECTOR

#### Supply Chain Management Institute

Joel Sutherland, MANAGING DIRECTOR  
 Lauren Lukens, MA, ADMINISTRATIVE DIRECTOR

### Faculty

Andrew T. Allen, PhD  
 Craig B. Barkacs, MBA, JD  
 Linda Barkacs, JD  
 Kenneth Bates, PhD  
 Robert M. Bowen, PhD  
 Tara Ceranic, PhD  
 Jason Chen, PhD  
 Lawrence J. Chisesi, PhD  
 Stephen J. Conroy, PhD  
 Thomas Copeland, PhD  
 Simon Croom, PhD, FCIPS  
 Richard Custin, JD, LL.M.  
 Thomas M. Dalton, PhD, CPA  
 John Demas, MBA, JD  
 Shreesh D. Deshpande, PhD  
 Denise Dimon, PhD  
 Kokila P. Doshi, PhD  
 Kristine Ehrich, PhD  
 Seth R. Ellis, PhD  
 Andrea Godfrey Flynn, PhD  
 Joey Gabaldon, MBA  
 Alan Gin, PhD  
 John D. Hanson, PhD  
 Donald L. Helmich, PhD  
 Judith A. Hora, PhD  
 Johanna Steggert Hunsaker, PhD  
 Phillip L. Hunsaker, DBA  
 Aarti Ivanic, PhD  
 Robert R. Johnson, PhD  
 Jane Jollineau, PhD  
 Mark Thomas Judd, MIB, CPA  
 Amit Kakkad, PhD  
 Timothy P. Kelley, PhD, CPA  
 Deborah Kelly, DBA  
 Maria Kniazeva, PhD  
 Marc Lampe, MBA, JD  
 C. David Light, PhD  
 Barbara Lougee, PhD  
 Alyson Ma, PhD  
 Loren L. Margheim, PhD, CPA  
 Patricia Marquez, PhD  
 Robin McCoy, PhD, MBA  
 Ryan McKeon, PhD

Norm Miller, PhD  
 Thomas O. Morris, PhD  
 Jennifer Mueller, PhD  
 Andrew J. Narwold, PhD  
 Biljana Nikolic, PhD  
 Cynthia Nitsch, MA  
 Carlton C. O'Neal, JD, MBA  
 Joan Passovoy, MBA  
 Diane D. Pattison, PhD  
 Cynthia Pavett, PhD  
 Johan Perols, PhD  
 Jillian Phillips, PhD  
 Morgan Poor, PhD  
 David Pyke, PhD  
 Manzur Rahman, PhD, JD  
 Justine M. Rapp, PhD  
 Ryan Ratcliff, PhD  
 Carl M. Rebman Jr., PhD  
 Mark J. Riedy, PhD  
 Daniel A. Rivetti, DBA  
 Miriam Rothman, PhD  
 Vivek Sah, PhD  
 Jonathan Sandy, PhD  
 James K. Smith, LLM, PhD, JD, CPA  
 Tyagarajan N. Somasundaram, PhD  
 Steven W. Sumner, PhD  
 Marko Sventina, PhD  
 Charles J. Teplitz, DBA  
 Charles Tu, PhD  
 Vicente Vargas, PhD  
 Barbara E. Withers, PhD  
 Wenli Xiao, PhD  
 Dirk S. Yandell, PhD  
 Carsten Zimmermann, PhD  
 Dennis P. Zocco, PhD

## Mission Statement

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

## Program Descriptions

The Master of Business Administration (MBA) encompasses 56 units of academic study. The Full-time MBA is a two-year, cohort-based program starting each Fall. The Evening MBA program offers evening and weekend classes that may be completed in 2 to 3 years for working professionals. The Evening MBA 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 (IMBA) encompasses 56 units of academic study. The IMBA begins as a cohort-based program and can be completed in 17 or 22 months. The program incorporates several opportunities for overseas study.

The Master of Science in Accountancy (MACC) is a flexible, multiple track 30-unit program designed to meet the needs of a broad range of professionals, including those who seek to meet the 150-hour requirement to become a CPA. 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 Executive Leadership (MSEL) is designed for senior executives and those aspiring to positions of seniority within their organizations. Offered in alliance with the Ken Blanchard Companies, a globally-recognized provider of leadership development, this innovative program combines the best of contemporary leadership practices with interdisciplinary business skills and knowledge. The MSEL is comprised of 36 units of academic study delivered in an executive education format. The program is cohort-based, where all students progress together through a series of 19 courses in 22 months.

The Master of Science in Global Leadership (MSGL) program is designed for high-performing mid-level executives who have an established track record of success within their specific occupation. The MSGL 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 (MSRE) degree offers a 10-month, 32-unit curriculum that develops the specialized skills needed by real estate professionals through an interactive approach. The program provides students with the leadership, communication and interpersonal skills necessary to compete for real estate careers at the middle- to upper-management levels or to become real estate entrepreneurs.

The ISM Approved Master of Science in Supply Chain Management (MS-SCM) 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.

The Master of Science in Taxation (MTAX) 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.

## Centers and Institutes

### John Ahlers Center for International Business

The Ahlers Center for International Business sponsors graduate business study abroad programs in Europe, Latin America, Africa and Asia. These opportunities are open to graduate business students, 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, oftentimes in partnership with local universities.

During the summer and intersession, the time spent abroad ranges from one to three weeks. There are programs to accommodate both working professionals as well as full-time students. Participants can earn up to seven units of credit during these terms. In intersession the Ahlers Center also coordinates international consulting projects abroad supervised by USD faculty members, which give students the opportunity to work in a company gaining hands-on international business experience. Several semester exchange opportunities exist with leading business schools around the world.

All of these international immersion opportunities expose students to international business practices and sensitize them to cultural differences, ultimately influencing international interaction. Interested students should contact the Ahlers Center for International Business at (619) 260-4896, email [ahlers@san Diego.edu](mailto:ahlers@san Diego.edu), or go to [www.sandiego.edu/ahlers](http://www.sandiego.edu/ahlers).

### Burnham-Moores Center for Real Estate

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

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

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

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

### 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.

### Center for Peace and Commerce

A collaboration between the Joan B. Kroc School of Peace Studies and the School of Business Administration, the mission of the Center for Peace and Commerce is to prepare new generations of "change-catalysts" building a sustainable world through innovative thinking and action, integrating business principles and effective management with unique ideas for peace building and poverty alleviation.

## Supply Chain Management Institute

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

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

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

## General Requirements

Students must complete all course requirements with an overall grade point average of at least 3.0 on a 4.0 scale. Use of the grades "A+" and "D" is not permitted in the graduate business programs. Also see page 38 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

MBA or IMBA 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 six units of coursework offered by the University of San Diego graduate programs. Exceptions to the 6-unit limit must have the recommendation of the program director and approval of the dean of the school in which the course is being offered. Some, but not all, departments will consider admission as a special student while the applicant is in the process of filing application documents. Admission and enrollment as a special student in no way obligates the department to admit an otherwise unqualified applicant. Special students may be prohibited from enrolling in specific courses.

## Course Prerequisites

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

## Responsibility of Students

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

## Waiver Administration and Conditions for Waiver

Some core courses in the MBA or IMBA 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 \$50 is charged for each examination for waiver. Contact the MBA Programs office at (619) 260-4840.

## Master of Business Administration

The School of Business Administration has been a leader in offering relevant, personalized management education for over 40 years. At USD, there are several graduate business programs to choose from, the largest being the Master of Business Administration (MBA) 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 MBA program is offered in two formats. The Full-time MBA is a two-year, cohort-based program that starts in the Fall of each year. The Evening MBA program is designed for working professionals and starts in both the Fall and Spring semesters. Attending on a part-time basis in this program allows for completion in 2-3 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.

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

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

Both program formats begin one to three weeks prior to the regular semester calendar to allow for completion of core courses during the first semester.

### Requirements for the MBA Degree

Prerequisites are indicated in parentheses. Degree requirements include coursework, applied projects and career/professional development-oriented activities.

#### I. Leadership Development (3 units)

- GSBA 501 Ethical Leadership and Organizational Behavior (3) (must be taken first semester)  
 AND Career and Professional Development course  
 Leadership Labs

#### II. Business Function Core (13 units)

- GSBA 504 Marketing for Managers (2) (501)  
 GSBA 505 Financial Management and Analysis (3) (502, 510)  
 GSBA 506 Operations and the Global Supply Chain (2) (503 or concurrent)  
 GSBA 509 The Economic Environment of Business (3) (502, 510 or concurrent)  
 GSBA 510 Financial Accounting and Statement Analysis (3) (501 or concurrent)

#### III. Corporate Social Responsibility, Sustainability and Ethics (7 units and co-curricular requirements)

- GSBA 508 Legal and Social Environment of Global Business (2) (501)  
 GSBA 514 Globalization and the Manager (2) (501 or concurrent)  
 GSBA 517 Sustainable Business Model Design (1) (504, 505, 506 or concurrent)  
 Elective in CSR/Sustainability/Ethics area (2)  
 AND Two business related community service activities (12-15 hours)

#### IV. Integrative Problem Solving (9 or 12 units)

- GSBA 500 Strategic Thinking and Communication (2) (501 or concurrent)  
 GSBA 502 Statistics for Managers (2) (501 or concurrent)  
 GSBA 503 Problem Formulation and Decision Analysis (2) (502)  
 GSBA 590 Strategic Execution (3) (taken in last semester)  
 GSBA 595 Business Consulting Project (3) (taken in the second year)\*

#### V. Program Electives (21 units)

There are a wide variety of elective courses. Students may also select a concentration by focusing electives in particular area of expertise. A maximum of 6 units may be chosen from the School of Law or other relevant USD graduate program. For courses outside the School of Business Administration, permission must also be obtained from the administrative director of the MBA programs. See the appropriate section of this course catalog or the School of Law Course Catalog for information about course offerings outside the School of Business 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.

Two additional electives units must be taken in the corporate social responsibility area and are listed under the "Corporate Responsibility, Sustainability and Ethics" category above.

\*This course is waived for students in the Evening MBA Program.

Total Units for the MBA: 56

### Concentrations

Students in the MBA program may focus their electives on an area of concentration by meeting the requirements indicated below. Students must observe all prerequisites as listed in the course descriptions.

### Corporate Social Responsibility and Sustainable Enterprise Concentration

The Corporate Social Responsibility and Sustainable Enterprise Concentration prepares students to strive to achieve success in the triple bottom line: economic, environmental and social. Courses analyze what business must do to be socially responsible in a global landscape. Students develop leadership skills to face complex managerial decisions to align economic wealth creation and social value. A focal point is on management and governance systems, as well as personal values, leading to responsible conduct by firms and their employees.

Students pursuing this concentration are required to complete at least 12 units of any combination of the following electives:

- GSBA 513 Corporate Governance and Values (2)
- GSBA 531 Business Leadership and Spirituality (2)
- GSBA 534 Values, Ethics and Corporate Culture (3)

## Additional Requirements for Admission MBA and IMBA

See page 22 for basic admission requirements.

Entrance Semesters	Full-time MBA, IMBA: Fall Evening MBA: Fall, Spring
Application Deadline	Fall: Dec. 15, Feb. 1, Apr 1 Spring: Oct. 15  Applications will be considered after these deadlines on a space-available basis
Minimum Grade Point Average	3.0 (4.0 scale)
Standardized Admission Test	GMAT  IELTS or TOEFL - International applicants only (minimum IELTS score of 7.0 or TOEFL score of 92/237/580 required); See English Proficiency and International Student Applicants page 25.
Required Coursework	No specific undergraduate coursework required
Required Licenses/Credentials	None
Additional Requirement for MBA & IMBA	Two professional appraisal forms or letters of recommendation. At least two years of full-time work experience is expected for admission to the program. Deferred admission may be granted pending completion of two years of full-time work experience; additional consideration may be given to candidates with substantial business experience. Applicants who received their bachelor's degree from a non-US educational institution must have their transcripts evaluated by the International Education Research Foundation (IERF) or World Education Services, Inc. (WES).

- GSBA 563 Sustainable Global Supply Chain Management (2)
- GSBA 570 Program or Project Management (3)
- GSBA 583 Business Initiatives with the Base of the Pyramid (2)
- GSBA 584 Microfinance and Wealth Creation (3)
- GSBA 594 Models of Participatory Leadership (3)
- GSBA 594 Special Topics in Corporate Social Responsibility and Sustainable Enterprises (1-3)

### Finance Concentration

Students pursuing the Finance Concentration choose either a Corporate Finance (A) or Investments (B) track.

#### (A) Corporate Finance Track in Finance Concentration

Completion of courses towards the Corporate Finance Concentration will provide students with the requisite knowledge and skill set to pursue career opportunities in corporate finance, multinational financial management and in venture capital finance. Additional career opportunities include business consulting and investment banking.

Students pursuing this concentration are required to complete at least 12 units of electives as indicated below.

#### Required (6 units):

- GSBA 520 Advanced Corporate Finance (3)
- GSBA 523 International Financial Management (3)

And choose from among these courses (at least 6 units):

- GSBA 511 Managerial Accounting (2)
- GSBA 513 Corporate Governance and Values (2)
- GSBA 522 Advanced Seminar in Finance and Investments (2)
- GSBA 524 Entrepreneurial Finance (3)
- GSBA 528 Business Cycles and Forecasting (3)
- GSBA 540 Taxes In Business Decisions (3)
- GSBA 594 Financial Statements Analysis (3)
- GSBA 594 Special Topics in Finance (1-3)

#### (B) Investments Track in Finance Concentration

Completion of courses towards the Investments Concentration will provide students with the requisite knowledge and skill set to pursue career opportunities in financial services industry and investment analysis. Additional career opportunities include wealth management and risk management.

Students pursuing this concentration are required to complete at least 12 units of electives as indicated below.

#### Required (6 units):

- GSBA 521 Investments (3)
- GSBA 594 Financial Statement Analysis (3)

And choose from among these courses (at least 6 units):

- GSBA 522 Advanced Seminar in Finance and Investments (2)
- GSBA 523 International Financial Management (3)
- GSBA 524 Entrepreneurial Finance (3)
- GSBA 525 Commercial Real Estate Finance and Investments (3)
- GSBA 594 Commercial Real Estate Capital Markets (3)
- GSBA 594 Special Topics in Finance (1-3)

### International Business Concentration

The International Business Concentration offers the MBA 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.

Students pursuing this concentration are required to complete at least 12 units of electives as indicated below.

#### Required (8 units):

- GSBA 523 International Financial Management (3)
- GSBA 532 International Comparative Management (2)
- GSBA 593 International Practicum (3)

Choose from among these electives (at least 4 units):

- GSBA 553 Seminar in Global Marketing (2)
- GSBA 582 Advanced International Business Negotiations (2)
- GSBA 583 Business Initiatives with the Base of the Pyramid (2)
- GSBA 585 Business Environment of Asia and the Pacific Rim (2)
- GSBA 586 Europe in the Global Economy (2)
- GSBA 587 Latin American Business Environment (2)
- GSBA 594 Special Topics (1-3)

### Managerial Leadership Concentration

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

Students pursuing this concentration are required to complete at least 12 units of any combination of the following electives:

- GSBA 512 Negotiations (3)
- GSBA 530 Human Resource Management (2)
- GSBA 531 Business Leadership and Spirituality (2)
- GSBA 532 International Comparative Management (2)
- GSBA 533 Organization Change and Design (3)
- GSBA 534 Values, Ethics and Corporate Culture (3)
- GSBA 535 Interpersonal and Group Dynamics (3)
- GSBA 536 Management Consulting (2)
- GSBA 537 Entrepreneurship (3)
- GSBA 539 Power and Politics in Organizations (3)
- GSBA 582 Advanced International Business Negotiations (2)
- GSBA 583 Business Initiatives with the Base of the Pyramid (2)
- GSBA 594 Models of Participatory Leadership (3)
- GSBA 594 Special Topics in Management (1-3)

### Marketing Concentration

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

Students pursuing this concentration are required to complete at least 12 units of electives as indicated below.

#### Required (6 units):

- GSBA 550 Marketing Research (3)
- GSBA 554 Strategic Marketing (3)

And choose from among these courses (at least 6 units):

- GSBA 551 Seminar in Consumer Behavior (3)
- GSBA 553 Seminar in Global Marketing (2)
- GSBA 556 New Product Development (3)
- GSBA 558 High Technology Marketing (3)
- GSBA 594 Special Topics in Marketing (1-3)

### New Venture Management Concentration

The New Venture Management Concentration is intended for students interested in understanding the skills required to successfully launch and manage new ventures in entrepreneurial or corporate organizational settings. Each course in this concentration addresses strategies and managerial actions required for the successful exploitation of opportunities that deliver above-average returns to the organization and its investors.

Students pursuing this concentration are required to complete at least 12 units of electives as indicated below.

#### Required (6 units):

- GSBA 524 Entrepreneurial Finance (3)
- GSBA 537 Entrepreneurship (3)

Choose from among these electives (at least 6 units):

- GSBA 511 Managerial Accounting (2)
- GSBA 528 Business Cycles and Forecasting (3)
- GSBA 530 Human Resources Management (2)
- GSBA 533 Organization Change and Design (3)
- GSBA 540 Taxes in Business Decisions (3)
- GSBA 556 New Product Development (3)
- GSBA 594 Negotiations for Entrepreneurial Ventures (2)
- GSBA 594 Special Topics (1-3)

### Supply Chain Management Concentration

Supply chain management is a core competence at world-class firms. The principal benefit of supply chain management is the generation of a sustainable competitive advantage. A firm's supply chain extends from the end customer back through the firm's distributors, the firm itself, its suppliers and their suppliers. Supply chain management focuses on the design, development and management of relationships, both inside the firm and with the firm's supply world. These relationships are essential to ensure a smooth flow of quality goods, services and technology which optimizes end customer satisfaction. The program integrates three key legs: procurement, logistics and information systems. Students also will be able to participate in the activities of the Supply Chain Management Institute.

Students pursuing this concentration are required to complete at least 12 units of electives as indicated below.

#### Required (5 units):

- GSBA 511 Managerial Accounting (2)
- GSBA 560 Supply Chain Systems (3)

And choose from among these electives (at least 7 units):

- GSBA 512 Negotiations (3)
- GSBA 528 Business Cycles and Forecasting (3)
- GSBA 561 Supply Management (3)
- GSBA 562 Strategic Cost Management (3)
- GSBA 563 Sustainable Global Supply Chain Management (2)
- GSBA 594 Special Topics (1-3)

## 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 MBA 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 MBA (IMBA) is a full-time program that can be completed in 22 or 17 months. The structure of the program is flexible: students can participate in a semester exchange program, complete an internship with an international company in the United States and abroad, or participate in an intensive language program. In this program, even the traditional business foundation courses--such as marketing, management, finance and accounting--have an international focus.

In addition to the program's many international study opportunities, the degree requires students to participate in two international consulting practicums. 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 MBA 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 MBA degree provides students with interdisciplinary training in international law, as well as exposure to political, cultural and ethical perspectives on business.

The program begins three to four weeks prior to the regular semester calendar to allow for completion of the international core courses during the first semester.

### Requirements For The International MBA Degree

Prerequisites are indicated in parentheses. Degree requirements include coursework, applied projects and career/professional development-oriented activities.

#### I. International Leadership Development (3 units and co-curricular requirements)

- GSBA 515 Leading Multicultural Teams and Organizations (3) (must be taken first semester)  
 AND Career and Professional Development Course Leadership Labs

#### II. International Business Function Core (17 units)

- GSBA 505 Financial Management and Analysis (3) (502 or Statistics certification, 510)  
 GSBA 506 Operations and the Global Supply Chain (2) (503 or concurrent)  
 GSBA 510 Financial Accounting and Statement Analysis (3) (515 or concurrent)  
 GSBA 516 Marketing for International Managers (2) (515 or concurrent)  
 GSBA 518 International Economy and Business (2) (515 or concurrent)  
 GSBA 523 International Financial Management (3) (505, 518)  
 GSBA 532 International Comparative Management (2) (515 or concurrent)

#### III. Corporate Social Responsibility, Sustainability and Ethics (5 units and co-curricular requirements)

- GSBA 508 Legal and Social Environment of Global Business (2) (515)  
 GSBA 517 Sustainable Business Model Design (1) (505, 506, 516 or concurrent)  
 Elective in CSR/Sustainability/Ethics area (2)  
 AND Two business related community service activities (12-15 hours)

#### IV. Integrative Problem Solving (10 or 13 units)

- GSBA 500 Strategic Thinking and Communication (2) (515 or concurrent)  
 GSBA 503 Problem formulation and Decision Analysis (2) (Statistics certification or 502)  
 GSBA 590 Strategic Execution (3) (final semester of program)  
 GSBA 593 International Practicum (3) (503, 505, or 516,518 along with consent of advisor)\*

\*GSBA 593 must be taken twice and in two different geographic regions. Students may substitute the second International Practicum requirement: (1) with a study abroad course in the summer term, (2) an elective taken

during a semester exchange program, or (3) another elective if they pursue an internship abroad during the program or have significant prior international work experience.

#### V. Program Electives (18 or 21 units)

Courses at USD: There are a wide variety of elective courses. Students 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 administrative director of MBA programs. See the appropriate section of this course catalog or the School of Law Course Catalog for information about course offerings outside the School of Business 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.

Two additional elective units must be taken in the corporate social responsibility area and are listed under the "Corporate Responsibility, Sustainability and Ethics" category above.

#### VI. Additional Requirements

Statistics for Managers—certification (on-line course completed or GSBA 502)

Second Language Competency—Students are required to demonstrate "mid-intermediate" or higher on the ACTFL scale oral competence in one major business language other than English.

Total Units for the International MBA: 56

### Concentrations

Students in the MBA program may focus their electives on an area of concentration by meeting the requirements indicated below. Students must observe all prerequisites as listed in the course descriptions.

#### Corporate Social Responsibility and Sustainable Enterprise Concentration

The Corporate Social Responsibility and Sustainable Enterprise Concentration prepares students to strive to achieve success in the triple bottom line: economic, environmental and social. Courses analyze what business must do to be socially responsible in a global landscape. Students develop leadership skills to face complex managerial decisions to align economic wealth creation and social value. A focal point is on management and

governance systems, as well as personal values, leading to responsible conduct by firms and their employees.

Students pursuing this concentration are required to complete at least 12 units of any combination of the following electives:

- GSBA 513 Corporate Governance and Values (2)
- GSBA 531 Business Leadership and Spirituality (2)
- GSBA 534 Values, Ethics and Corporate Culture (3)
- GSBA 563 Sustainable Global Supply Chain Management (2)
- GSBA 570 Program or Project Management (3)
- GSBA 583 Business Initiatives with the Base of the Pyramid (2)
- GSBA 584 Microfinance and Wealth Creation (3)
- GSBA 594 Models of Participatory Leadership (3)
- GSBA 594 Special Topics in Corporate Social Responsibility and Sustainable Enterprises (1-3)

#### Finance Concentration

Students pursuing the Finance Concentration choose either a Corporate Finance (A) or Investments (B) track.

##### (A) Corporate Finance Track in Finance Concentration

Completion of courses towards the Corporate Finance Concentration will provide students with the requisite knowledge and skill set to pursue career opportunities in corporate finance, multinational financial management and in venture capital finance. Additional career opportunities include business consulting and investment banking.

Students pursuing this concentration are required to complete at least 12 units of electives as indicated below.

##### Required (6 units):

- GSBA 520 Advanced Corporate Finance (3)
- GSBA 523 International Financial Management (3)

And choose from among these courses (at least 6 units):

- GSBA 511 Managerial Accounting (2)
- GSBA 513 Corporate Governance and Values (2)
- GSBA 522 Advanced Seminar in Finance and Investments (2)
- GSBA 524 Entrepreneurial Finance (3)
- GSBA 528 Business Cycles and Forecasting (3)
- GSBA 540 Taxes In Business Decisions (3)
- GSBA 594 Financial Statements Analysis (3)
- GSBA 594 Special Topics in Finance (1-3)



**(B) Investments Track in Finance Concentration**

Completion of courses towards the Investments Concentration will provide students with the requisite knowledge and skill set to pursue career opportunities in financial services industry and investment analysis. Additional career opportunities include wealth management and risk management.

Students pursuing this concentration are required to complete at least 12 units of electives as indicated below.

**Required (6 units):**

- GSBA 521 Investments (3)
- GSBA 594 Financial Statement Analysis (3)

And choose from among these courses (at least 6 units):

- GSBA 522 Advanced Seminar in Finance and Investments (2)
- GSBA 523 International Financial Management (3)
- GSBA 524 Entrepreneurial Finance (3)
- GSBA 525 Commercial Real Estate Finance and Investments (3)
- GSBA 594 Commercial Real Estate Capital Markets (3)
- GSBA 594 Special Topics in Finance (1-3)

**Managerial Leadership Concentration**

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

Students pursuing this concentration are required to complete at least 12 units of any combination of the following electives:

- GSBA 512 Negotiation (3)
- GSBA 530 Human Resource Management (2)
- GSBA 531 Business Leadership and Spirituality (2)
- GSBA 532 International Comparative Management (2)
- GSBA 533 Organization Change and Design (3)
- GSBA 534 Values, Ethics and Corporate Culture (3)
- GSBA 535 Interpersonal and Group Dynamics (3)
- GSBA 536 Management Consulting (2)
- GSBA 537 Entrepreneurship (3)
- GSBA 539 Power and Politics in Organizations (3)
- GSBA 582 Advanced International Business Negotiations (2)

- GSBA 583 Business Initiatives with the Base of the Pyramid (2)

- GSBA 594 Models of Participatory Leadership (3)
- GSBA 594 Special Topics in Management (1-3)

**Marketing Concentration**

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

Students pursuing this concentration are required to complete at least 12 units of electives as indicated below.

**Required (6 units):**

- GSBA 550 Marketing Research (3)
- GSBA 554 Strategic Marketing (3)

And choose from among these courses (at least 6 units):

- GSBA 551 Seminar in Consumer Behavior (3)
- GSBA 553 Seminar in Global Marketing (2)
- GSBA 556 New Product Development (3)
- GSBA 558 High Technology Marketing (3)
- GSBA 594 Special Topics in Marketing (1-3)

**New Venture Management Concentration**

The New Venture Management Concentration is intended for students interested in understanding the skills required to successfully launch and manage new ventures in entrepreneurial or corporate organizational settings. Each course in this concentration addresses strategies and managerial actions required for the successful exploitation of opportunities that deliver above-average returns to the organization and its investors.

Students pursuing this concentration are required to complete at least 12 units of electives as indicated below.

**Required (6 units):**

- GSBA 524 Entrepreneurial Finance (3)
- GSBA 537 Entrepreneurship (3)

Choose from among these electives (at least 6 units):

- GSBA 511 Managerial Accounting (2)
- GSBA 528 Business Cycles and Forecasting (3)
- GSBA 530 Human Resources Management (2)
- GSBA 533 Organization Change and Design (3)
- GSBA 540 Taxes in Business Decisions (3)
- GSBA 556 New Product Development (3)
- GSBA 594 Negotiations for Entrepreneurial Ventures (2)
- GSBA 594 Special Topics (1-3)

## Supply Chain Management Concentration

Supply chain management is a core competence at world-class firms. The principal benefit of supply chain management is the generation of a sustainable competitive advantage. A firm's supply chain extends from the end customer back through the firm's distributors, the firm itself, its suppliers and their suppliers. Supply chain management focuses on the design, development and management of relationships, both inside the firm and with the firm's supply world. These relationships are essential to ensure a smooth flow of quality goods, services and technology which optimizes end customer satisfaction. The program integrates three key legs: procurement, logistics and information systems. Students also will be able to participate in the activities of the Supply Chain Management Institute.

Students pursuing this concentration are required to complete at least 12 units of electives as indicated below.

### Required (5 units):

- GSBA 511 Managerial Accounting (2)
- GSBA 560 Supply Chain Systems (3)

And choose from among these electives (at least 7 units):

- GSBA 512 Negotiations (3)
- GSBA 528 Business Cycles and Forecasting (3)
- GSBA 561 Supply Management (3)
- GSBA 562 Strategic Cost Management (3)
- GSBA 563 Sustainable Global Supply Chain Management (2)
- GSBA 594 Special Topics (1-3)

## Dual Degree Programs

### MBA or IMBA/MSRE Dual Degree Program

The Master of Business Administration or the International Master of Business Administration/Master of Science in Real Estate dual degree program allows students to obtain an MS in Real Estate (MSRE) and MBA or an IMBA in two or two and a half years. Students benefit from both business and real estate courses and will receive two diplomas upon completion of all coursework. Students must apply to and be accepted into both programs and can begin with either program (students must start with the MBA/IMBA to complete both programs in two years).

### MBA/JD or IMBA/JD Dual Degree Program

The School of Business Administration offers a dual degree program in conjunction with the School of Law. This dual degree offers the concurrent pursuit of a JD degree along with an MBA or IMBA. Since these programs allow the

concurrent pursuit of two degrees, with some courses credited to both a JD degree and the MBA or IMBA, students can generally save one semester of time and expense. However, graduate credits may not be transferred to the law school until completion of the entire first year of law study is completed. Students interested in the dual degree program must apply to and be accepted by both schools. Students generally begin the dual degree programs in their second year of law school.

## International Dual Degree Programs

Graduate business students at the University of San Diego have the opportunity to enroll in a Dual Degree Program with the Tecnológico de Monterrey (Tec) in Mexico or WHU, Otto Beisheim School of Management in Germany.

As dual degree candidates, students from campuses throughout Mexico and from WHU will spend a year of study at USD and USD students will experience living and studying in Mexico or Germany for a year. This program allows students to receive two masters degrees, one from USD and another from Tec or WHU, in approximately two years of full-time study. This is possible because each institution accepts course work from the other to meet degree requirements. Students will receive either an MBA or an IMBA from USD and an MBA, MS in Finance or MS in Marketing from Tecnológico de Monterrey, or an MBA from WHU.

### Tecnológico de Monterrey (Tec)

The Tec system includes several campuses across Mexico as well as a Virtual University, which provides cutting-edge, distance education throughout the Americas. The Monterrey Campus has been consistently ranked as one of the top MBA programs in Latin America and the world (America Economía, Wall Street Journal, Financial Times). The Monterrey campus is also fully accredited by AACSB International and by EQUIS standards of the European Foundation for Management Development.

Applicants must meet admissions requirements at USD and Tecnológico de Monterrey. Courses at some of the campuses in Mexico are offered in English, although a working knowledge of Spanish upon arrival is suggested. Particular courses will be required by each institution to ensure that students receive both the traditional foundation in business and/or their chosen area of expertise and also courses which reflect the business and economic environment of the U.S. and Mexico. Graduates of this program, after being fully immersed in two cultures, will be highly proficient in English and Spanish as well as have a strong understanding of the business systems in both countries.

## WHU, Otto Beisheim School of Management

WHU, The Otto Beisheim School of Management, was founded in 1984 at the initiative of the Chamber of Commerce and Industry in Koblenz to serve the business needs of the region. Their MBA program is offered in English and is well known for excellence in Marketing. The programs are accredited by Equis and well respected throughout Europe.

Applicants must meet admissions requirements at USD and WHU. Particular courses will be required by each institution to ensure that students receive both the traditional foundation in business and/or their chosen area of expertise and also courses which reflect the business and economic environment of the U.S. and Europe. In order to expand their European knowledge, USD students will do a European Management Project. Additional requirements for the WHU Dual Degree include the International Management Module in Asia, in which students will travel to China and India to learn about business opportunities and management challenges. Graduates of this dual degree will also write a master's thesis.

For more information about this program contact the MBA office at [mba@sandiego.edu](mailto:mba@sandiego.edu)

## Courses

### GSBA 500 STRATEGIC THINKING AND COMMUNICATION (2)

The purpose of this course is to provide students with a fundamental understanding of how strategy is formulated in a global environment from the perspective of top executives. Students will be introduced to and apply various core strategies management concepts and models including but not limited to the industry environmental analysis, the internal analysis of resources, capabilities and competencies, corporate social responsibility, business-level strategy and corporate-level strategy. The intent is to provide students with a comprehensive perspective of how organizational problems and information flow impact organizational competitiveness. Teaching methods may include case studies, simulations, projects and field-work. Prerequisite: GSBA 501 or GSBA 515 or concurrent

### GSBA 501 ETHICAL LEADERSHIP AND ORGANIZATIONAL BEHAVIOR (3)

This course provides the concepts and skills for the ethical leadership of people in organizations. It also introduces the basic behavioral skills needed for self-management and promoting productive relationships with others in organizations. Topics include self-leadership, leading others, creating vision and strategy, understanding people (perception, learning, values, personality, diversity, etc.),

managing change, ethical decision making, power and influence, motivation, team facilitation, conflict resolution and organizational culture. Mastery of the concepts and skills in this course provide the foundation for other behavioral science based business courses in management, marketing, ethics and social responsibility, etc. Learning methods include self-assessment, lecture/discussion, case studies, team projects, computer simulations and experiential exercises. This course is taken in the first semester of the MBA Program.

### GSBA 502 STATISTICS FOR MANAGERS (2)

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 PROBLEM FORMULATION AND DECISION ANALYSIS (2)

Whether managing a task, a project, or a corporation, business leaders often must make critical decisions with seemingly insufficient information to structure an effective analysis. Such an analysis requires framing the problem appropriately, formulating alternative actions and evaluating their advantages and disadvantages. This course will provide the student with the skills necessary to be able to approach decision making in a systematic and fruitful manner. Using spreadsheets as the medium, this course will exam such topics as modeling, decision analysis tools, constrained optimization methods and Monte Carlo simulation. This course will also provide experience with using these tools in such areas as marketing, finance and operations. Prerequisite: GSBA 502

### GSBA 504 MARKETING FOR MANAGERS (2)

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 or statistics certification and GSBA 510

**GSBA 506 OPERATIONS AND THE GLOBAL SUPPLY CHAIN (2)**

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 503 or concurrent

**GSBA 508 THE LEGAL AND SOCIAL ENVIRONMENT OF GLOBAL BUSINESS (2)**

This course examines the complex array of political, legal, historical and ethical concerns in the global business environment by analyzing the principles of social responsibility, ethics, diversity, law and stakeholder theory as they apply to organizations, domestically and abroad. Coverage includes business ethics; diverse ethical foundations; diverse interests of various stakeholders; individual versus societal interests; pluralism and socioeconomic issues; anti-discrimination legislation; labor and employment issues; environmental justice; public policy; politics; globalization; and government regulation of business. Particular attention is given to cultivating moral reasoning skills. Fundamentally, we evaluate how businesses around the world do operate and, more significantly, how they should operate. Teaching methods include lecture, case studies, class discussion and debate. Prerequisite: GSBA 501 or GSBA 515

**GSBA 509 THE ECONOMIC ENVIRONMENT OF BUSINESS (3)**

This course provides managers with an overview of the economic environment within which business must operate and an understanding of some of the analytical tools that economists use to solve business and economic problems. The focus is to enable students to identify, understand and evaluate the domestic and global forces causing economic change. Key concepts and ideas from both microeconomics

and macroeconomics are introduced. Topics relevant to real-world issues and problems provide the focus for in-class discussion. Upon completion, students are expected to be familiar with the fundamental concepts of economics and to be able to analyze how changes in the economic environment affect business performance and future strategic options. Prerequisites: GSBA 502 and GSBA 510 or concurrent

**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 (3)**

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 surveys the major corporate governance systems in the world, focusing on the values and legal and financial traditions that have led to the development of systems with quite divergent goals and institutional mechanisms. Topics such as the purpose and nature of the firm, models of corporate governance and their correspondence with legal and financial traditions, internal and external governance mechanisms, the role of regulatory authorities and executive compensation are covered in a comparative and interdisciplinary manner. The course will require active student participation in case discussions, presentations, papers and role-plays. Prerequisite: GSBA 505

**GSBA 514 GLOBALIZATION AND THE MANAGER (2)**

This course is designed as an introduction to the global business environment, focusing on the contemporary debates over the political, social and economic consequences of the globalization of markets and industries. Beginning with broader themes about globalization and its implications, the course proceeds to survey the macro-economic, political and socio-cultural terrain of global business. Topics include the political economy of international trade and investments, regional integration, the international monetary system and the socio-cultural context of international business. Prerequisite: GSBA 501 or GSBA 515 or concurrent

**GSBA 515 LEADING MULTICULTURAL TEAMS AND ORGANIZATIONS (3)**

This course provides concepts, mental frameworks and skills for socially responsible and ethical leadership of international teams and organizations. Students acquire competencies in critical thinking, comparative ethical reflection, situational leadership and multicultural team building. Topics covered include communicating across cultures, leading multicultural and virtual teams, creative problem solving and conflict resolution, appreciating and capitalizing on cultural diversity, motivating and empowering followers, comparative leadership theories and styles, moral considerations in power and politics, thinking strategically, promoting multi-national visions and creating socially responsible organizational cultures. Pedagogy includes lecture/discussion, self-assessment instruments, case studies, team projects, experiential exercises, coaching in interpersonal skills and 360-degree feedback. This course is taken in the first semester of the International MBA Program.

**GSBA 516 MARKETING FOR INTERNATIONAL MANAGERS (2)**

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 SUSTAINABLE BUSINESS MODEL DESIGN (1)**

Students work in teams to develop a CSR or sustainability project for an existing company or a new entrepreneurial

venture. Consistent with USD's philosophy that business leaders need to understand that success is more than just the bottom line, each project must also serve society in some way beyond the financial success of the private-sector organization. The business initiative must create mutual value, such as capacity building and sustainable wealth creation, for both society and the organization. All of the projects must be cross-functional in nature so that students use the full spectrum of knowledge and skill that they have acquired during their first year. Prerequisite: GSBA 504, GSBA 505 and GSBA 506 or concurrent

**GSBA 518 INTERNATIONAL ECONOMY AND BUSINESS (2)**

This course examines how public policy and the business environment affects industry and firm strategies for competitiveness in various countries. Topics include the basic tools of macroeconomic policy and national accounting, the role that interest rates and exchange rates play in the movement of goods and capital between countries, trade barriers, regional trade agreements, international trade organizations, emerging markets and political risk. It also examines these topics from an economic, social and ethical perspective. Teaching methods include lecture, case studies, class discussion and debate. Prerequisite: GSBA 515 or concurrent

**GSBA 520 ADVANCED CORPORATE FINANCE (3)**

Advanced topics in the area of financial management integrated through the use of case analysis. Topics include mergers and acquisitions, takeovers, leveraged buyouts, real options, dividend policy, capital structure decisions, financial forecasting, leasing and other contemporary financial issues. Prerequisite: GSBA 505

**GSBA 521 INVESTMENTS (3)**

A broad study of investment securities, capital markets and financial institutions with emphasis on security analysis and portfolio management techniques. The course will cover asset pricing, risk-return models, bond duration and portfolio immunization, the Black-Scholes option pricing model and option strategies and the use of derivative contracts in hedging risk. Prerequisite: GSBA 505

**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 contemporary research on topics such as the creation of value, capital budgeting, corporate restructuring, market efficiency, agency theory, capital markets and asset portfolio theory. Prerequisite: GSBA 505

**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 and GSBA 514 or GSBA 518

**GSBA 524 ENTREPRENEURIAL FINANCE (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 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 528 BUSINESS CYCLES AND FORECASTING (3)**

This course examines the business cycle and techniques for forecasting fluctuations. The emphasis of the course is to gain hands-on exposure to specific business forecasting techniques and learn to apply them to limit the range of uncertainty in management decision making. Specific techniques covered include lead-lag, exponential smoothing and econometric and ARIMA (Box-Jenkins) time series analysis. This course provides an introduction to the statistical tools used in forecasting. Its focus is on the application of these tools. While some statistical theory is covered, primary activities will center on data analysis to produce forecasts and insights in the same way it is done in a business or policy context. Student teams will develop forecasting models for industries and/or macroeconomic variables. Students will be able to combine statistical rigor, economic insight and data presentation skills into a persuasive written forecast and presentation. Prerequisite: GSBA 502 or statistics certification, GSBA 503 and GSBA 509 or GSBA 518

**GSBA 530 HUMAN RESOURCES MANAGEMENT (2)**

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 531 BUSINESS LEADERSHIP AND SPIRITUALITY (2)**

This course addresses the current social movement connected with spirituality by exploring the relationship between business and spirituality, with a focus on the challenges of business leadership. Topics covered will include: How is business leadership related to the idea of calling? What special challenges for spirituality do the power and wealth that accompany successful business leadership pose? How can spiritual discipline and contemplative practice be tailored for the time-pressures of life? 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

**GSBA 537 ENTREPRENEURSHIP (3)**

This course examines the process of identifying and evaluating opportunities and the creation of new ventures to exploit those opportunities. Students will learn to evaluate the attractiveness of new venture opportunities and the key managerial skills required to successfully exploit those opportunities. Prerequisite: GSBA 505

**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

**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 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 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 501 or GSBA 515 or concurrent

**GSBA 563 SUSTAINABLE GLOBAL SUPPLY CHAIN MANAGEMENT (2)**

This course provides students with an understanding of Corporate Social Responsibility (CSR) issues in relation to the organization, operation and development of global operations and supply networks ('the extended enterprise'). The emphasis in this course is to examine the current global environment relating to CSR and to explore processes and strategies for the adoption of a 'triple bottom line' approach to organization's supply chain strategies through student project work. Topics examined may include challenges in driving change in design, procurement, outsourcing, operations, facilities, logistics, marketing and distribution in order to develop more compassionate, conscientious and efficient practices.

Prerequisite: GSBA 501 or GSBA 515

**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.

Learning these project management tools and concepts will be accomplished by planning and implementing the SEED community service project. Emphasis will be placed on designing the project to incorporate socially responsible approaches to the project, including using sustainable building practices and materials, evaluating and addressing the project's impacts on the environment and working collaboratively with other SBA disciplines to achieve the most positive social and environmental impacts to benefit the community. Prerequisite: GSBA 502



**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 583    BUSINESS INITIATIVES WITH THE BASE OF THE PYRAMID (2)**

Turning the world's poor into active actors in global markets requires wide-ranging innovation in products and services, business leadership and management practice, including the development of new business models. This is a case-based course in which students analyze the viability of business initiatives with the socio-economic base-of-the-pyramid (BOP) and their impact in poor communities. A key theme is how different types of organizations—multinationals, small and medium sized enterprises, nonprofits and cooperatives—include low income citizens in new value chains that simultaneously create economic and social value. The course includes extensive discussions on business strategy for effectively engaging the poor as consumers, producers, or partners. Prerequisite: GSBA 501 or GSBA 515 or concurrent

**GSBA 584    MICROFINANCE AND WEALTH CREATION (3)**

This course explores the area of microfinance and wealth creation — both from a theoretical and practical point of view — with a unique, international perspective. Since Grameen Bank founder, Professor Muhammad Yunus' winning the Nobel Peace Prize in 2006, awareness of and interest in microfinance/microcredit has risen dramatically. This course is designed to explore and analyze the key issues associated with microfinance and wealth creation. In the process students will critically investigate such questions as: What are the various business models for microfinance institutions (MFI's) and wealth creation? Which of these models are sustainable, scalable and reproducible? What is the social and economic impact of MFI's? What are the benefits and limitations of microfinance as a path for alleviating poverty? Prerequisite: GSBA 501 or GSBA 515 or concurrent

**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, NIEs, ASEAN). 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 EXECUTION (3)**

This course builds on the basic understanding of how strategy is formulated (GSBA 500) and on the various functional courses introduced throughout the MBA program. Topics may include but are not limited to executing strategic alliances, engaging in acquisition and restructuring strategies, developing and implementing sustainable business strategies and stimulating organizational innovation. The purpose is to provide students with an opportunity to integrate the various topics introduced throughout the program by engaging in strategy execution. Teaching methods may include case studies, simulations, projects and field-work. Prerequisite: to be taken during the final regular semester of study.

**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 courses (GSBA 503, GSBA 504, GSBA 505, GSBA 514, GSBA 516, or GSBA 518) prior to the practicum and have approval from their advisor.

**GSBA 594 SPECIAL TOPICS (1-3)**

Topics of current interest in Graduate Business Study. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. 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 in the second year of study.

**GSBA 597 INTERNATIONAL STUDIES (1-3)**

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 (1-3)**

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 (1-3)**

Independent study usually involving empirical research and written reports. Repeatable up to 6 units toward degree requirements. Prerequisite: Permission of instructor and administrative director of MBA programs required.

## Graduate Accountancy Programs

### Accountancy Program Mission Statement and Objectives

The mission of the USD accountancy program is to develop accountants — through the use of personalized, innovative teaching methods developed by faculty who are active in the production and dissemination of knowledge — who have the skills to compete in a diverse and fast-changing global professional environment.

Specifically, the USD graduate accountancy programs will produce accounting graduates who have:

1. Expanded accounting measurement knowledge either in a specific field of accountancy (e.g. taxation, financial accounting, controllership or systems, financial planning) or integrative accountancy and financial management knowledge.
2. Expanded knowledge to critically analyze financial information in new and unfamiliar circumstances using professional research, decision-modeling, or risk analysis techniques as the basis for appropriate decision-making.
3. Expanded knowledge of the ethical attitudes, values and professional responsibilities required by those in the accountancy profession.
4. Expanded business writing and oral communication skills.
5. Expanded leadership and interpersonal skills.

### 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 CPA (on either a full-time or part-time basis) or individuals who already hold CPA 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 (MACC)
2. Master of Science in Taxation (MTAX)
3. Bachelor of Accountancy (BACC) and MACC or MTAX Combined Programs
4. Graduate Certificate in Accountancy

Each program configuration is discussed individually below.

### Accountancy Course Scheduling

Each graduate accountancy course is designated with an MACC 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 MACC or MTAX courses can be acquired from the Accountancy Programs office or from the Accountancy Institute website ([www.sandiego.edu/accountancy](http://www.sandiego.edu/accountancy)).

Most of the MACC or MTAX 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.

### Academic Advisor

Upon admission to any graduate accountancy programs students will meet with the Academic Director. As the program mentor, the Academic Director 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 (MACC)

The MACC degree program offers a curriculum that focuses on interactively developing the skills needed by accountants and financial managers. This is a specialized masters degree program designed to provide accountants the skills needed in mid- to upper-level accounting positions and skills needed in professional positions where finance, information systems and related financial skills are as essential as accounting skills. Further, the program provides students with ethics, leadership, communications and interpersonal skills necessary for supervisory level positions.

In general, students applying for this program should already have completed an undergraduate degree in accountancy or its equivalent. Individuals without this background may still apply for the program, but will need to complete extended program requirements as discussed below. Since all courses are 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 BACC program at USD should review the requirements of the BACC and MACC combined program that are shown below this stand-alone MACC program.

### MACC Program Requirements for Students With An Undergraduate Accountancy Degree

The MACC degree is a 30-semester-unit program for those with an undergraduate accountancy degree. Additional prerequisite requirements for those without an undergraduate accounting degree are detailed at the end of this section.

### Required Courses

The following three courses (9 semester-units) of ethics, leadership, communications and interpersonal skills are all required:

- MACC 501 Communications and Ethics for Financial Professionals (3)
- MACC 502 Leadership in a Financial Team Environment (3)
- MACC 503 Negotiations: Strategy, Practice and Ethics (3)

### Elective Courses

The remaining seven courses (21 units) are electives and may be selected by the student in consultation with the Academic Director. 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 MACC program. However, course substitutions may be made at later points of time upon approval of the Academic Director.

The seven electives may be selected from the following MACC graduate courses:

- MACC 510 Applied Corporate Finance (3)
- MACC 520 Fundamentals of Personal Financial Planning (3)
- MACC 521 Insurance Planning (3)
- MACC 522 Investment Planning and Risk Management (3)
- MACC 523 Retirement Planning (3)
- MACC 530 International Financial Analysis and Reporting (3)
- MACC 531 Applied Research for Financial Accountants and Auditors (3)
- MACC 532 Fraud Examination and Forensic Accounting (3)
- MACC 540 Controllership and Cost Management (3)
- MACC 550 Database Applications for Financial Professionals (3)
- MACC 551 Accounting Software Selection and Implementation (3)
- MACC 552 Security and Control in an ERP Environment (3)
- MACC 560 Tax Research (3)
- MACC 561 Partnership Taxation (3)
- MACC 562 Estate and Gift Taxation and Planning (3)
- MACC 563 State and Local Taxation (3)
- MACC 594 Special Topics (3)

The following courses are offered on an individual student basis only:

- MACC 598 Professional Accountancy Internship (3)
- MACC 599 Independent Studies (3)

### International Experience

MACC students may participate in a six unit international accounting and European business environment program in London, Paris and Rome. The primary goal of the course is to immerse students in both IFRS and the European business environment from a physical, cultural and intellectual perspective with an emphasis on doing business in the United Kingdom, France and Italy. Students will have the opportunity to personally experience the world of European business at the same time they are learning

significant facts and concepts in a classroom setting. This will be accomplished by talking to business professionals, hearing lectures by individuals from Europe, visiting major international accounting firms, following the local press, discussing actual business cases and classroom experiences. For more information go to: <http://tiny.cc/AccountingEurope>

All MACC courses will be offered only once per calendar year. Therefore, students should review the class schedule of MACC course offerings prior to the completion of their program plan. Students should also examine course prerequisites before selecting their electives and preparing their program plan. The Academic Director should be consulted during this process. As detailed in the next section, MACC students may elect to take two GSBA prefixed MBA courses as part of their 21 units of electives.

A maximum of 6 units of MBA courses (e.g. GSBA prefixed courses) are allowed as part of the MACC program electives. The remaining 15 units of electives must be from MACC 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 the Academic Director to include the GSBA course as an MACC elective.

Students should be aware that MBA 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 MBA course before including it in their MACC program plan.

Alternatively, students in the MBA program may select individual MACC courses for their elective courses. Students must meet the appropriate prerequisites noted for the individual MACC courses prior to enrollment and must gain approval of their MBA program advisor.

### Specialization Tracks

Two specialization tracks have been developed to help guide MACC students in their selections of their 21 units of electives. These tracks and the courses within the tracks, are recommendations only and are not required. Students are encouraged to use these tracks when preparing their program plan.

**A. Corporate Reporting and Financial Management**

- MACC 510 Applied Corporate Finance (3)  
 MACC 522 Investment Planning and Risk Management (3)  
 MACC 530 International Financial Analysis and Reporting (3)  
 MACC 531 Applied Research for Financial Accountants and Auditors (3)  
 MACC 532 Fraud Examination and Forensic Accounting (3)  
 MACC 594 Advanced Accounting Information Systems (3) Electives (3)

**B. Controllership and Accounting Information System Development**

- MACC 510 Applied Corporate Finance (3)  
 MACC 522 Investment Planning and Risk Management (3)  
 MACC 540 Controllership and Cost Management (3)  
 MACC 532 Forensic Accounting and Fraud Examination (3)  
 MACC 594 Advanced Accounting Information Systems (3)  
 MACC 594 Financial Statement Analysis (3) Electives (3)

**Requirements for Students with a Non-Accounting, Business Undergraduate Degree**

Students with a non-accounting, business undergraduate degree may apply for the MACC program, but will be required to complete prerequisite accounting coursework. In this situation, their MACC program would consist of a maximum of 57 semester-units. Specifically, the 27 accounting semester-unit requirements would need to be completed as prerequisites to completing the 30 semester-unit MACC program described above. Students having already completed some of the Undergraduate Certificate requirements will have the courses and the units considered for waiver.

The Bachelor of Accountancy Program currently consists of the following courses listed below. To meet the equivalency requirement the student must have the following courses:

- ACCT 201 Principles of Financial Accounting (3)  
 ACCT 202 Principles of Managerial Accounting (3)  
 ACCT 300 Intermediate Accounting I (3)  
 ACCT 301 Intermediate Accounting II (3)  
 ACCT 302 Cost Accounting (3)  
 ACCT 303 Accounting Information Systems (3)  
 ACCT 306 Federal Income Tax I (3)  
 ACCT 408 Auditing (3)

Select one course from the following:

- ACCT 401 Advanced Accounting (3)  
 ACCT 407 Federal Tax Accounting II (3)

**Requirements for Students with a Non-Accounting, Non-Business Undergraduate Degree**

Students without an undergraduate accountancy or business degree may be considered for admission to the MACC program, but will need to complete substantial prerequisite coursework in both accounting and business.

The MACC program would consist of a maximum of 75 semester-units. Students would need to complete 18 prerequisite-units in business, in addition to the 57-unit MACC program described above for the non-accounting, business undergraduate degree holders. Students having already completed any of the prerequisite business course requirements noted below will have the course and the units considered for waiver.

The prerequisite 18 semester-unit business course requirements consist of the following:

- MGMT 300 Organizational Behavior (3)  
 MKTG 300 Fundamentals of Marketing (3)  
 FINA 300 Financial Management (3)  
 ETLW 302 Business and Society (3)  
 ETLW 311 Business Law I (3)

Select one course from the following:

- DSCI 300 Management Science (3)  
 DSCI 303 Operations Management (3)

**Admission Process For The MACC Program**

Students must complete the following for admission to the MACC degree program:

1. Complete the Master of Science in Accountancy 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.

## Courses

### MACC 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 BACC/MACC or MTAX programs or either of the MACC or MTAX combined programs.

### MACC 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 MACC or MTAX programs or BACC/MACC or MTAX combined programs.

### MACC 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 MACC or MTAX programs or either of the BACC/MACC or MTAX combined programs.

### MACC 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. May not receive credit for this course and GSBA 520.

### MACC 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

### MACC 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.

### MACC 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. May not receive credit for this course and GSBA 521.

**MACC 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 and ACCT 306

**MACC 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.

**MACC 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 300.

**MACC 532 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,

**Additional Requirements for Admission****Master of Science in Accountancy**

See page 22 for basic admission requirements.

Entrance Semesters	Fall, Intersession, Spring, Summer
Application Deadlines	None. Rolling application
Minimum Grade Point Average	3.0 (4.0 scale)
Standardized Admission Test	GMAT (minimum score of 550) IELTS or TOEFL - International applicants only (minimum IELTS score of 7.0 or TOEFL score of 92/237/580 required). See English Proficiency and International Student Applicants page 25.
Required Coursework	Bachelor of Accountancy or equivalent
Required Licenses/Credentials	None
Additional Requirements	Two professional appraisal forms or letters of recommendation Resume Personal Statement Applicants who received their bachelor's degree from a non-US educational institution must have their transcripts evaluated by the International Education Research Foundation (IERF) or World Education Services, Inc. (WES). See International Student Applicants, page 25. Tuition Deposit of \$1,000

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.

Prerequisite: ACCT300.

**MACC 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.

Prerequisite: ACCT 302

**MACC 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.

Prerequisite: ACCT 303

**MACC 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. Prerequisite: ACCT 303

**MACC 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. Prerequisite: ACCT 303

**MACC 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. Prerequisite: ACCT 306

**MACC 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. Prerequisite: ACCT 407

**MACC 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.

Prerequisite: ACCT 306

**MACC 563 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.

Prerequisite: ACCT 306.

#### MACC 594 SPECIAL TOPICS (3)

Topics of current interest in graduate accountancy study. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. Prerequisite: Will vary depending on topic selected.

#### MACC 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 and MACC/MTAX Academic Director. May only be taken once for three units toward degree requirements.

## Master of Science in Taxation (MTAX)

The Master of Science in Taxation (MTAX) degree program offers a curriculum that focuses on interactively developing skills needed by accountants who want to emphasize tax during their careers. This program is a specialized tax degree designed to provide accountants the skills needed in min- to upper-level tax. Further the program provides students with leadership, communication, interpersonal and ethical skills for supervisory-level positions. Students admitted to this program should 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 the extended program requirements on our website. Applicants can only be admitted to MACC/MTAX programs with the BACC equivalency. The only exceptions to this rule are current USD undergraduate students pursuing the Bachelor of Accountancy Degree.

This is a companion program to the Master of Science in Accountancy (MACC) program. All interested students should review the admission process and prerequisite requirements that are discussed under the MACC program. Those processes and prerequisites are also applicable to the MTAX program. In general, students applying to the MTAX program should already have completed an undergraduate degree in accountancy or its equivalent. Individuals without this background may still apply to the program, but will need to complete extended program requirements. Since all courses are offered at night over five-week terms, this program will be of primary interest to those students

desiring to complete an MTAX 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 MACC program, students currently enrolled in the BACC program at USD can complete the BACC and MTAX in a combined program format. The admission process is identical to those required by the BACC or MACC Combined Program and prospective students should review the next section of this course catalog for those requirements.

### MTAX Program Requirements

The MTAX 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 MACC program. In addition to the prerequisites shown under the MACC program, all MTAX degree applicants will need to have already completed:

- ACCT 306 Federal Tax Acct I and
- ACCT 407 Federal Tax Acct II, or their equivalents, as prerequisites to the program.

### MTAX Course Requirements (30-Semester Units):

Required Courses (24 semester-units):

**A. The following three courses (9 semester-units) in ethics, leadership, communications and interpersonal skills are all required:**

- MACC 501 Communications and Ethics for Financial Professionals (3)
- MACC 502 Leadership in a Financial Team Environment (3)
- MACC 503 Negotiations: Strategy, Practice and Ethics (3)

**B. The following five courses (15 semester-units) of taxation courses are all required:**

- MACC 523 Retirement Planning (3)
  - MACC 560 Tax Research (3)
  - MACC 561 Partnership Taxation (3)
  - MACC 562 Estate and Gift Taxation and Planning (3)
  - MACC 563 State and Local Taxation (3)
- Electives (6-semester units):

Electives are likely from MACC or MTAX, MBA, or other USD programs that directly relate to the field of taxation. These can include MACC 598–Internship or MACC 599–Independent Study.

Students must complete a “program plan” indicating their elective selections prior to beginning the MTAX program. However, course substitutions may be made at later points of time upon approval of the Academic Director.

### International Experience

MTAX students may participate in a six unit international accounting and European business environment program in London, Paris and Rome. The primary goal of the course is to immerse students in both IFRS and the European business environment from a physical, cultural and intellectual perspective with an emphasis on doing business in the United Kingdom, France and Italy. Students will have the opportunity to personally experience the world of European business at the same time they are learning significant facts and concepts in a classroom setting. This will be accomplished by talking to business professionals, hearing lectures by individuals from Europe, visiting major international accounting firms, following the local press, discussing actual business cases and classroom experiences. For more information go to: <http://tiny.cc/AccountingEurope>.

### Admission Process For the MTAX Program

Students must complete the following for admission to the MTAX degree program:

1. Complete the Master of Science in Taxation 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.

### BACC/MACC or MTAX Combined Programs

The combined programs allow students to combine their BACC program with either the MACC or the MTAX programs. The combined programs allow students to begin their graduate programs early while they are still completing their BACC program. The actual program requirements for the undergraduate or graduate program are unchanged from those described under the individual programs. BACC students admitted to the MACC or MTAX combined programs may begin taking graduate program coursework starting in the summer after their Junior year. The combined program allows students to complete both

their BACC and either the MACC or MTAX degrees in approximately four and one half to five years on a full-time basis.

Undergraduate BACC students interested in meeting the 150-hour requirements to become CPAs are strongly encouraged to consider the combined program option. CPA laws in a majority of states have recently been changed to require 150 units of university credit to receive a CPA certificate. Additional information on this requirement is available from most State Boards of Accountancy.

Only students who are currently enrolled in the BACC degree program at USD are eligible for admission to a combined program. Admitted students will likely enroll in daytime undergraduate courses and evening MACC courses so that both degrees can be completed on a full-time basis in the shortest possible time frame.

Since MACC or MTAX courses are offered in five week terms on a year-round basis, students interested in completing the combined program quickly should plan on taking MACC or MTAX courses during the summers starting after the Junior year. In fact, the MACC or MTAX class schedule has been efficiently designed to allow combined program students to take their MACC or MTAX required courses in the summer between their Junior and Senior years.

### Program Requirements

The BACC/MACC or BACC/MTAX combined programs are 154-unit program consisting of the 124-semester unit requirements for a Bachelor of Accountancy degree (see the Undergraduate Course Catalog) and the 30 semester-unit requirements for either the MACC or MTAX degrees. Students interested in either combined program should review the MACC or MTAX program requirements discussed above.

BACC students accepted into the combined program should consult with the Academic Director and the university's financial aid office to ensure they enroll in the appropriate mix of undergraduate or graduate courses each semester prior to completing their BACC requirements so that they will maximize their availability of financial aid.

### Admission Process for the Combined BACC/MACC or BACC/MTAX Programs

Students must complete the following for admission to the combined BACC/MACC or BACC/MTAX degree programs:

1. Complete the Master of Science in Accountancy or Master of Science in Taxation 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 BACC
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. Two letters of recommendation
3. Résumé
4. Personal statement
5. \$80 application fee
6. GMAT (waived if 3.25 GPA in overall USD coursework)

#### Upon Acceptance:

1. You will meet with the Academic Director and complete an approved "MACC or MTAX Program Plan" prior to the beginning of MACC or MTAX coursework.

**Program and Course Sequencing Requirements for BACC/MACC or BACC/MTAX combined program. The following sequencing requirements must be met by all students in the combined program:**

1. Under no circumstances will a student in the combined program be able to receive their MACC or MTAX degree prior to the completion of their BACC degree.
2. Under no circumstances will completed MACC or MTAX course credit be applied toward any USD undergraduate degree requirements.
3. Students in the combined program may not enroll in any GSBA prefixed MBA courses that are anticipated to be used as MACC or MTAX electives until they have completed all BACC degree requirement (i.e., GSBA prefixed courses may only be completed after the undergraduate degree is completed).
4. Students will receive their BACC degree upon completion of the requirements of that degree program.
5. Students who have received admittance in the combined program must complete their remaining MACC or MTAX degree requirements within five years of completing their BACC degree or must reapply to the MACC or MTAX program.

## 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 CPA certificate;
2. Update or extend their accountancy and financial management skills; and/or,
3. Complete continuing professional education (CPE) credit to maintain their current CPA license.

### Program Requirements

This graduate certificate program requires the completion of 15-semester units of MACC prefixed coursework. Students may select any 15 MACC prefixed semester units (excluding MACC 501, MACC 502 and MACC 503) based on their continuing professional education needs and their career objectives. Approval of their Program Plan by the Academic Director prior to beginning their certificate program

Students in this certificate program who subsequently decide to apply and enroll in the MACC or MTAX degree programs will be allowed to apply the units already completed in the certificate program to their graduate degree. Enrollment in the MACC or MTAX 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 two recommendation letters.

## Master of Science in Executive Leadership

Delivered through an alliance of the University of San Diego's School of Business Administration with The Ken Blanchard Companies, the Master of Science in Executive Leadership (MSEL) is an innovative, values-based business degree for established and emerging leaders. The mission of the MSEL program is "to develop and inspire leaders who will transform their organizations and our world through service with compassion and integrity." The degree curriculum facilitates the development of key intrapersonal, interpersonal and organizational skills in real-world contexts to allow for maximum personal and organizational benefit. MSEL delivers not only an AACSB/WASC accredited graduate business degree, but lifelong friendships and a valuable business network.

MSEL program graduates develop the leadership skills necessary to:

- Analyze complex business situations, negotiate organizational needs and plan effectively to meet defined objectives.
- Design and execute strategic initiatives to effect organizational change, deliver results and achieve industry leadership.
- Foster highly productive and collaborative relationships among individuals, teams and organizations.
- Foster critical thinking and analytical skills needed to effect individual and organizational change.

The MSEL experience includes several distinguishing characteristics:

**Executive Participants:** The MSEL program targets established and emerging leaders with significant professional experience. MSEL candidates have typically held positions of responsibility including chief executive officer, president, vice president, director and manager.

Backgrounds of past students include CEOs of both publicly-traded and privately held companies, C-level leaders and executives and emerging leaders who have leadership responsibility in their current position and have the potential for increasing their leadership roles to higher levels. Among the organizations represented by MSEL graduates are WD-40, Qualcomm, Sempra, Jack-in-the-Box, Carefusion, Life Technologies, Gen-Probe, Cubic Corporation, Morgan Stanley, ResMed, Amylin Pharmaceuticals and Solar Turbines.

**Senior Faculty Instruction:** Students engage in an applied-learning curriculum co-facilitated by senior USD School of Business Administration faculty. The Ken Blanchard Companies instructors are experienced business executives, authors and theorists. Students benefit from the integration of applied research and real-world business practice.

**Executive Format:** Structured to accommodate the busy schedule of executive participants, the program is delivered one weekend per month,\* with meals provided while on campus. All books and materials are purchased for and delivered to students prior to each course, allowing executives to maximize their learning time.

\* Classes meet one weekend a month for twenty-two months with the exception of a 1-week intensive session at the beginning of the program, two 4-day sessions in the middle of the program and a week-long study-abroad session.

**Cohort Learning:** Executive students, drawn from diverse industries and functional disciplines, progress through a series of 19 integrated courses together. Sharing established solutions and best-practices to common leadership challenges accelerates learning, expands participants' professional networks and provides peer support and coaching. The program encourages executive participants to learn from one another by sharing diverse perspectives and problem solving strategies in an environment that fosters creativity and innovation. Alumni consistently regard the cohort experience as key to the value and impact of the program.

**Real-World Application:** Through assignments, students are expected to learn by doing. Each course provides the maximum opportunity to integrate the tools and best-practices in the student's work environment. The program is not time away from work, but rather time to reflect on and improve work outcomes.

**Admission Requirements:** As the first criteria for admission, candidates are expected to have a set of diversified leadership experiences and should possess fifteen or more years in a professional capacity and serve in a leadership or management position. Additional screening is typical of that found for entry into most business graduate degree programs, including the assessment of academic competence. Other application requirements include:

- Bachelor's degree from an accredited college or university with proof via transcripts
- Graduate Management Admissions Test (GMAT) or an equivalent Professional Work Product prepared by the candidate that demonstrates the ability to analyze complex problems at the graduate level and

lead organizational performance. Examples include: a technical report, a strategic business plan, a financial analysis, an investment analysis, or a new project or business proposal. Candidate must be the dominant author. Content contributions from all others should be less than 20% of the total effort.

- Two letters of recommendation from the applicant's supervisor, a colleague or a direct report
- Personal essay (instructions provided on application website)
- Resume demonstrating leadership experience and work history

Curriculum Overview: The executive scheduling format of the courses allows students to fulfill their work responsibilities while still pursuing their degree. The following is the current sequence of the MSEL courses, all of which are required:

MSEL 520	Preparing for Leadership: Self-Appraisal and Analysis
MSEL 521	Optimizing Individual Learning & Development
MSEL 522	Leadership, Power & Politics
MSEL 529	Leadership in a Team Context
MSEL 524	Communicating Your Leadership Point-of-View
MSEL 525	Decision Making
MSEL 526	Succession Planning & Talent Management
MSEL 527	Partnering for Performance Using SL II®
MSEL 523	Ethics in the Workplace
MSEL 528	Negotiations & Problem Solving
MSEL 530	Leadership in a Global Context
MSEL 535	Finance & Accounting for Organizational Leadership
MSEL 536	Corporate Governance
MSEL 531	Leading Change
MSEL 532	Designing Organizational Culture: Values & Alignment
MSEL 534	Marketing Strategy, Structure & Processes
MSEL 533	Innovation & Organizational Learning
MSEL 537	Executing Global Strategic Initiatives
MSEL 538	Leadership for the Future

Leaders and managers who are interested in this program should request a copy of the application from the MSEL Program Office at (619) 260-4828 or download the application at [www.sandiego.edu/msel](http://www.sandiego.edu/msel).

## Courses

### MSEL 520 PREPARING FOR LEADERSHIP: SELF-APPRAISAL AND ANALYSIS (3)

This course, the first one-week track, serves as the orientation to the master's program. Students explore the relationship between personality and behaviors of the socially-responsible leader. Topics include personality theory, disposition, beliefs, values, presentation of self in the workplace and the competencies required to effectively lead values-driven organizations. Students learn what values and character they bring to their management roles, as well as how to discern the disposition and values framework others bring to the workplace. Approaches include diagnostic instruments for self and others, role plays, case studies, a writing project to establish a personal mission statement and formulating strategies for balancing work and personal values.

### MSEL 521 OPTIMIZING INDIVIDUAL LEARNING & DEVELOPMENT (1.5)

Focusing on the Leader as Learner, students develop an understanding of the relationship between leading, learning and teaching in an effort to maximize individual and organizational performance. The Leader as Learner is the main theme of this course. Students assess how they best acquire and process information to help them advocate for what they need as leaders and learners. Common business processes and skills practiced will assist in defining, understanding and developing a learning orientation and optimizing leadership so individuals in organizations can out-learn, out-think and out-create competitors while maximizing individual and organizational performance.

### MSEL 522 LEADERSHIP, POWER AND POLITICS (1.5)

This course covers the analysis, explanation and evaluation of power and politics in organizations. It offers frameworks for assessing the sources of power in organizations, the conditions that lead to its attainment and its effective use from both a practical and an ethical perspective. Our discussions will cover how people in organizations try to get what they want by influencing others (a key aspect of leadership), how their ability to do so is affected by power distributions and how people try to change power distributions in their favor. We will evaluate these behaviors and discuss how, as a leader, you should participate in these behaviors.

### MSEL 523 ETHICS IN THE WORKPLACE (1.5)

This course examines the moral features of activities and decision-making within and among organizations. Beginning with the assumption that most people want to act ethically most of the time, we must also recognize that

people and relationships are complex. Determining the proper course of action is at least as difficult as taking that action within an elaborate network of stakeholder relationships. Toward improving moral analysis in organizations, this course will cover topics such as: the effects of time pressure, division of loyalties, conflicts of obligations, effects of bureaucracy, nature of authority, cultural relativism and international ethical differences, among others.

**MSEL 524 COMMUNICATING YOUR LEADERSHIP POINT-OF-VIEW (1.5)**

Contemporary research demonstrates that effective leaders articulate a clear and consistent Leadership Point of View. Students will explore the importance of developing a clear leadership point of view in an organizational context. In addition, students will reflect on the principle of Servant Leadership and its application as the foundation for any leadership point of view. Each student will be asked to present his or her leadership point of view in oral and written formats. The teaching methods include self-diagnosis, role-plays, case studies and presentations by both faculty and students.

The MSEL program as a whole provides a framework for leadership with six specific areas of concentration. MSEL 524 concludes the formal self-leadership segment of the MSEL curriculum and focuses primary attention on Leadership and Best Business Practices.

**MSEL 525 DECISION MAKING (1.5)**

Both quality and timeliness of decision making are stressed in this integrative approach to decision making in the leadership arena. Systematic processes of business problem solving and decision making are introduced and applied to real-world situations. Topics include problem definition; generation of alternatives; statistical inference and decision techniques; risk assessment and analysis, decision making under uncertainty; game theory and behavioral economics

and implementation; and political and ethical considerations in decision making. Teaching methods include lecture, case studies and group and individual projects.

The objective of this course is to apply decision tools and analytical techniques to evaluate and resolve decision problems faced by leaders. Understanding these quantitative and non-quantitative decision techniques will allow leaders to evaluate alternatives, understand risk and achieve optimal results when faced with complicated decision problems.

**MSEL 526 SUCCESSION PLANNING & TALENT MANAGEMENT (1.5)**

This course explores the science and art of identifying and developing tomorrow's leaders in organizations. Traditionally, corporate boards have left leadership planning and development very much up to their CEOs and human resources departments. Companies whose boards and senior executives fail to prioritize succession planning and leadership development end up experiencing a steady attrition in talent and becoming extremely vulnerable when they have to cope with inevitable upheavals.

Attracting, developing and retaining talent may be the most critical function of today's organizational leadership. Making sure the right people are moving at the right pace and into the right jobs at the right time can significantly impact the sustainability and competitive advantage of any business enterprise. Students will first review and reflect on their personal career development path using the data in the Voices 360° feedback report. They will learn strategies and best practices for identifying and documenting organizational needs and recruiting talent, as well as managing their performance and development once on board. Topics include leadership development and performance management systems, Board of Directors, executive ability, organizational development,

### Additional Requirements for Admission

## Master of Science in Executive Leadership

See page 22 for basic admission requirements.

Entrance Semester Fall

Application Deadline May 15 (applications will be considered after this deadline on a space available basis)

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).

accountability, succession planning, reward and recognition. Content focuses on best-practices that help ensure sustained employee "fit" and engagement.

**MSEL 527 PARTNERING FOR PERFORMANCE USING SL II\* (1.5)**

This course explores the issues, possibilities and prescriptions when ethically leading in a one-on-one context. Topics include defining leadership in the one to one context, diagnosis of employee competence and commitment, the use of directive and supportive behaviors, the consequences of over and under supervision, assessment-based feedback on leadership style, leader behaviors and employee satisfaction and the dynamic impact of an individual's DiSC® profile on leader effectiveness.

Teaching methods include assessments, role plays, case studies and one paper demonstrating the application of these tools and techniques in the student's workplace.

**MSEL 528 NEGOTIATIONS & PROBLEM SOLVING (1.5)**

Business people operate in environments in which political and economic pressures are strong and in which resources—natural, human, time and money—may be scarce. Moreover, various diverse and competing groups (both within and outside of the organization) often do all they can to influence the goals and direction of the organization. Given such circumstances, negotiation is a central skill in managing conflict, creating value and distributing resources. This course explores the science and art of negotiation. The "science" is learned largely through seminar style discussions and lectures. The "art" is learned by experience in simulated negotiations. Multi-faceted negotiation simulations provide opportunities to develop multi-party and cross-cultural negotiation skills and engage in open discussion and direct feedback requiring special attention to issues of leadership, ethics and trust.

**MSEL 529 LEADERSHIP IN A TEAM CONTEXT (1.5)**

This course examines the challenges and possibilities of creating and leading in a team based organizational culture. Topics include: stages of team development, team dynamics and observation skills; leadership interventions; team chartering; and conflict management. Teaching methods are highly experiential and include assessments, role-plays, case studies, simulations, skill practice and a writing project documenting a team leadership experience.

**MSEL 530 LEADERSHIP IN A GLOBAL CONTEXT (1.5)**

Managing organizations and people of diverse national cultures is a critical leadership skill that enriches organizations and contributes to success in a global business environment. Emphasis is placed on viewing

global awareness as a necessary operational tool to global business strategy. Attention will be devoted to critical interpersonal skills of the Global Leader, including among other things, multi-cultural communication, ethics, managing hierarchy in mixed cultures and differing views on time. Also, the course will explore the complex decision making processes associated with cross-cultural management, the context of international business, the economic and social impact of corruption and culturally-consistent leadership. Teaching methodology includes case studies, video examples, experiential exercises, role plays and discussions.

**MSEL 531 LEADING CHANGE (3)**

Change agents play a critical role in organizations. This course explores the problems and possibilities when leading an organizational change effort. Students will learn the stages of concern that individuals experience when dealing with change and why people resist change. In addition, several models of change are shared and students will identify successful and unsuccessful change efforts in their own organizations and do a final project on leading a change initiative. Topics include change management strategies, alignment of organizational systems and theories of change. The main intent of this course is to design and develop your own "tool kit" with strategies and models to help you make change comfortable or even exciting for others in your organizations. Teaching methods include simulations, guest speakers, videos, lecture and small group discussion and facilitator-assisted analysis of the group's learning.

**MSEL 532 DESIGNING ORGANIZATIONAL CULTURE: VALUES & ALIGNMENT (1.5)**

Culture is explored as an expression of how things get done within an organization, with the aim of distinguishing why some cultures become a source of competitive advantage, while others don't. The course explores the abstract concept of culture - what it is, how it is created, how it evolves and how it can be changed - and practical tools that managers and leaders can use to understand the dynamics of organizations. Leaders learn to assess how members read their organizational culture to identify embedded values and norms. Intervention strategies are developed to realign cultural elements with mission, vision and strategic direction. Class materials and activities demonstrate the crucial role leaders play in successfully applying the principles of culture to understand organizational effectiveness and achieve organizational goals. Topics include: accountability, belief systems, boundary systems, communication in organizations, control systems, motivation, organizational behavior, organizational development and values.

**MSEL 533 INNOVATION & ORGANIZATIONAL LEARNING (1.5)**

Common business processes and skills practiced will assist in defining, understanding and developing a learning organization. The focus is on optimizing leadership so individuals in organizations can out-learn, out-think and out-create competitors while maximizing individual and organizational performance. Topics include systems thinking, customer feedback, diagnostic control systems, employee development, employee empowerment, entrepreneurial management, innovation, interactive control systems, knowledge management and knowledge transfer. Teaching methods include assessment tools, role-plays, lecture, participant presentations and an "Action Learning" project.

**MSEL 534 MARKETING STRATEGY, STRUCTURE & PROCESSES (3)**

An examination of the integrated set of commitments, decisions and actions designed to give a firm competitive advantage. Drawing from Designing Organizational Culture students continue their analysis of organizational core competence. The focus is on an exploration of the marketing process in the firm and in society in relation to identified organizational strategies. The most important objective of this course is for each participant to develop an understanding of the scope, challenges, opportunities and limitations of strategic marketing. Topics include customer value, satisfaction and loyalty; consumer research; market analysis; market segmentation and targets; brand equity; designing and managing services; pricing; and integrated marketing communications.

**MSEL 535 FINANCE & ACCOUNTING FOR ORGANIZATIONAL LEADERSHIP (4.5)**

This course presents the responsibilities, analytical approaches and leadership strategy implications of the accounting and financial officer of a company. The course integrates the external (investor) and the internal (financial leadership) perspectives. First, the tools required to manage the accounting and financial functions within a mature corporation will be presented. Second, the financial implications of a start-up company will be covered. Both of these perspectives are internal to the business organization. The third perspective will be external in covering how the financial communities of investors view the corporation as an investment and the responsibilities of the financial manager in maximizing the company's shareholders' wealth. The course will cover the key issues related to each perspective.

Learning methods include lecture, problem solving, in-class case analysis and project reports.

**MSEL 536 CORPORATE GOVERNANCE (1.5)**

Failure in corporate governance, an ineluctable responsibility of business leadership, can threaten the very existence of the firm. Providing leadership on corporate governance requires first the examination of why governance is necessary—e.g. what specific problems arise as a result of the corporate form—and gaining an understanding of the reach and scope of the principal corporate governance mechanisms. Topics such as the purpose and nature of the firm, models of corporate governance and their correspondence with legal and financial traditions, internal and external governance mechanisms, the role of regulatory authorities and executive compensation are covered in a comparative and interdisciplinary manner.

**MSEL 537 EXECUTING STRATEGIC INITIATIVES (1.5)**

Execution is essential for all great strategies. As such, the focus of this course will be on developing excellence in execution and the breakthrough thinking and leadership foundations which that requires. Focus will be on integrating individual, interpersonal, team and organizational leadership with the critical financial, customer and strategic initiatives explored in the preceding courses. This will lead to a richer understanding of the complexity associated with organizational leadership and the mastery of executing organizational strategy. The purpose of this course is to help you develop a better understanding of the layers of complexity associated with being an 'executive' and the link between execution and strategy.

**MSEL 538 LEADERSHIP FOR THE FUTURE (1.5)**

As the culmination to a 22-month journey, students are provided the opportunity to synthesize and bring closure to this formal stage of their learning. Students review their learning goals and assess the extent to which they have developed the necessary competencies to perform as high potential executive leaders who impact high performing organizations. The role of leaders in defining and building socially responsible organizations is explored. Students also present and discuss their final portfolio submission (embedded assessment) containing their personal leadership plan, leading others plan and current business plan. Teaching methods include lecture, presentations, simulation and guest lecturers.

Note: Course offerings and descriptions are subject to change.



## Master of Science in Real Estate

The Master of Science in Real Estate (MSRE) degree program develops the specialized skills needed by real estate professionals through an interactive approach. The program provides students with the leadership, analytical and interpersonal skills necessary to compete for real estate careers at the middle- to upper-management levels or to become real estate entrepreneurs. We pay special attention to the importance of corporate social responsibility, ethical conduct and all forms of sustainability and students gain a full comprehension of and appreciation for the many different facets of the real estate profession. Specifically, the University of San Diego's MSRE program produces graduates who have:

- Business Communication Skills
- Critical Analysis Skills
- Ethical Conduct Skills
- Advanced Real Estate Technical Skills
- Advanced Real Estate Industry Skills

The program is built on the strengths of the nationally-ranked USD School of Business Administration and its Burnham-Moores Center for Real Estate, which has an outstanding reputation throughout the region.

### Requirements for the MSRE Degree

MSRE 500	The Real Estate Process (2)
MSRE 502	Real Estate Law and Public Policy (3)
MSRE 503	Commercial Real Estate Finance and Investment (3)
MSRE 505	Negotiations (3)
MSRE 506	Management of Real Estate Assets (1)
MSRE 507	Real Estate Development (3)
MSRE 508	Commercial Real Estate Valuation (2)
MSRE 509	Commercial Real Estate Capital Markets (2)
MSRE 510	Real Estate Capstone (2)
MSRE 511	Real Estate Seminar (2)
MSRE 513	Real Estate Market Analysis (3)
MSRE 515	Design and Construction Management (3)
MSRE 517	Sustainable Real Estate (2)
MSRE 594	Technology and Databases for Real Estate Analysis (1)

Total: 32 units

## Courses

### MSRE 500 THE REAL ESTATE PROCESS (2)

This course is an intensive week-long introduction to real estate fundamentals to help students establish a solid foundation. It covers the major property types and the key players/institutions in the commercial real estate business. It highlights the crucial role of being a socially responsible, ethical real estate professional in shaping communities for future generations. A number of workshops are offered to help students review/improve important skills. This course is the start of team-building and networking within the student cohort. Prominent real estate professionals serve as guest speakers and highlight the many different disciplines comprising the real estate process.

### MSRE 502 REAL ESTATE LAW AND PUBLIC POLICY (3)

This course covers the fundamental legal principles affecting real estate. It uses case studies and current events to explore critical issues in real estate law and public policy. Special emphasis is given to transactions, investments and development of real estate as related to contracts, ownership, transfer, land use and environmental issues. Readings, document reviews, class discussions, presentations and outside speakers enable a practical understanding of legal issues that impact real estate.

### MSRE 503 COMMERCIAL REAL ESTATE FINANCE AND INVESTMENT (3)

This course introduces core concepts, principles, analytical methods and tools useful for making investment and financing decisions regarding commercial real estate assets. It studies the key parameters an investor takes into consideration when analyzing the financial feasibility of a commercial real estate investment opportunity, including property characteristics, market conditions, leverage, taxation and the tradeoff between risk and return. The course also examines the traditional capital sources that provide financing for real estate investment and development projects.

### MSRE 505 NEGOTIATIONS (3)

This course explores the science and art of negotiation. Negotiations are central to most real estate decisions, starting from development and acquisition, to leasing, operations and management, as well as disposition. The "science" of negotiation is learned largely through readings and discussions and the "art" learned through experience gained in simulated real estate negotiations in which students examine the ethical dilemmas facing various parties to a transaction.

**MSRE 506 MANAGEMENT OF REAL ESTATE ASSETS (1)**

This course provides an overview of various levels of real estate management, including property management, asset management and portfolio management. It examines how managers of real estate assets help owners achieve their goals and enhance the value of their investments. Topics include: owner/tenant relations, marketing and leasing strategies, budgeting and reporting, management of improvement projects, maintenance, compliances and risk management. This course also compares the management of residential and nonresidential properties (e.g. office, industrial and retail).

**MSRE 507 REAL ESTATE DEVELOPMENT (3)**

This course provides a step-by-step analysis of the phases involved in the real estate development process, including original product conceptualization based on market research, site acquisition, entitlement process and strategies, financing and marketing (lease-up or sale) of the property with the goal of creating net positive value. Leadership, management and control of the development teams are highlighted along with emphasis on overcoming the myriad land use regulations and hurdles in a given location. Metropolitan development patterns and planning agencies,

transportation and environmental issues are also discussed. The course culminates in a real-life project and its presentation.

**MSRE 508 COMMERCIAL REAL ESTATE VALUATION (2)**

This course focuses on the theory and practice of real property valuation beginning with fundamental concepts of real estate appraisal, then gaining practical experience by completing various appraisal projects. All modern methods of appraisal are considered, including investment perspectives and risk considerations. Land residual valuation is explicitly reviewed.

**MSRE 509 COMMERCIAL REAL ESTATE CAPITAL MARKETS (2)**

This course examines the major capital sources for commercial real estate investment and highlights the recent trends in the capital markets. It compares and contrasts the four categories—private debt, private equity, public debt and public equity. The course covers the complicated deal structures of traditional sources (such as real estate syndicates) as well as the characteristics of newer financial products, such as real estate investment trusts (REITs) and commercial mortgage-backed securities (CMBS).

### Additional Requirements for Admission Master of Science in Real Estate

See page 22 for basic admission requirements.

Entrance Semester	Fall
Application Deadline	March 15
	Applications will always be considered even after the deadline on a space-available basis
Minimum GPA	3.0 (4.0 scale)
Standardized Admission Test	GMAT (minimum score of 550, taken within the last five years) IELTS or TOEFL - International applicants only (minimum IELTS score of 7.0 or TOEFL score of 92/237/580 required); See English Proficiency and International Student Applicants page 31.
Required Coursework	Bachelor's degree. No specific undergraduate coursework required
Required Licenses/Credentials	None
Additional Requirements	Two letters of recommendation Two years of full-time work experience Applicants who received their bachelor's degree from a non-US educational institution must have their transcripts evaluated. See International Student Applicants page 31. Tuition Deposit of \$1,000

**MSRE 510 REAL ESTATE CAPSTONE (2)**

This course helps refine problem-solving, career and business planning skills. It integrates the lessons learned from all prior coursework with life experiences. Speakers will address topics on leadership and provide general advice for young professionals. Each student develops a business plan focused on either adding value to an existing firm or starting a new business in the real estate industry. Teams also work on real projects in the San Diego region providing a professional presentation and a report at the end of the term. Projects will vary so that the class will be exposed to different kinds of real estate challenges.

**MSRE 511 REAL ESTATE SEMINAR (2)**

This course is designed to bridge the academic to practitioner gap by providing student interaction with practicing real estate experts on a current topic of special interest.

**MSRE 513 REAL ESTATE MARKET ANALYSIS (3)**

This course provides the foundation for the program's development course and eventually the capstone course. It examines the sources of demand and supply for various property types, as well as the forces that drive rents; it covers transportation and land economics and examines how these influence land values; and it explores changes in transportation costs and the impact of public transit. It also looks at how regulations affect the real estate market. Experts on market and feasibility analysis present at various points in the course.

**MSRE 515 DESIGN AND CONSTRUCTION MANAGEMENT (3)**

This course provides an overview of planning and design considerations for the most productive use of a site, as well as exposure to the construction management process. It considers construction management from a developer's point of view and includes direct student interaction with design professionals and the general contracting and construction management side of the real estate industry. Students are exposed to issues such as quality control, budgeting and scheduling. Alternative project procurement and construction delivery mechanisms will be identified and compared. Students take field trips to current construction projects and work on one or two real projects.

**MSRE 517 SUSTAINABLE REAL ESTATE (2)**

This course investigates the economics of sustainable design, development and management and discusses net zero buildings and features that save resources or provide better environments. As the United States focus on carbon emissions, high energy prices and climate change, the real estate industry is responding with environmentally sensitive, "green" and sustainable development practices. Property owners are recognizing sustainable real estate as an economic opportunity to attract and retain tenants; tenants are demanding buildings that incorporate sustainable features and provide greater productivity, healthy environments and a reduced carbon footprint. Students also attend a LEED training workshop, followed by the opportunity to sit for LEED accreditation.

**MSRE 594 TECHNOLOGY AND DATABASES FOR REAL ESTATE ANALYSIS (1)**

This course introduces students to software applications and data sources widely used in the commercial real estate business: ARGUS Valuation-DCF, CCIM's Site to Do Business, CoStar's COMPS Professional and Property Professional, among others. It also provides advanced training in financial modeling using Microsoft Excel. Hands-on projects will be used to facilitate student learning.

## Master of Science in Supply Chain Management

Accredited by the Chartered Institute of Purchasing & Supply (CIPS) and approved by the Institute for Supply Management (ISM), the web-based Master of Science in Supply Chain Management (MS-SCM) is designed for high-performing managers and executives who have an established track-record of success in one or more of the functions included in supply chain management.

Participants gain advanced expertise needed to help their sponsoring firms progress to world-class supply chain management status, with significant improvement in their firms' profitability.

At the completion of this program, students who have mastered the curriculum will be able to:

- Demonstrate mastery of the principles of world-class supply chain management;
- Identify gaps between their organization's processes and world-class processes;
- Apply project management practices to one or more such gaps;
- Demonstrate success as an ethical leader in supply chain management; and,
- Demonstrate teamwork and team leadership skills.

The 36-unit MS-SCM program is offered online in a lock-step, cohort-based format and requires approximately 25 months for completion. There is a one month break between Year I and II. This break allows students time for reflection and rejuvenation. The delivery format employs a blended approach to learning, whereby students spend 19 days on campus via five interactive sessions, completing 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 a bricks-and-mortar classroom.

Year I encompasses a 17-unit curriculum that integrates the three legs of supply chain management: supply management, logistics and operations, supported by courses in finance, project management and cost management. Year II, which requires an additional 19 units, expands on these principles adding emphasis in negotiations, law and ethics, leadership and change management, sustainability in the supply chain and value network management. Both years are designed to blend proven concepts with contemporary

best practices found in successful businesses and governments throughout the world.

### Advanced Integrative Project

The custom focused project is the cornerstone of the program. The project completed in Year II requires students to apply knowledge gained from their coursework in supply management, operational processes, project management, leadership, change management and ethics to a real-world gap between world-class practices and a sponsor's practice.

The sponsored project is the vehicle for applied learning and provides the link between theoretical and applied learning. In addition to the learning resulting from successful project completion, 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 project are afforded an opportunity to undertake a project at a nearby firm (usually a small business). The project sponsor, together with the course instructor(s), facilitates these students in fulfilling the requirement of the Advanced Integrative Project course.

### Online Delivery

All courses are web-based and delivered via Blackboard, the learning management system used by the University of San Diego. Students have access to all the necessary course and program information 24/7. The syllabus, course content and online resources, including the USD online library, are provided to the students at least one week prior to the start of a course. Asynchronous discussions are preferred to live chats, allowing students to access courses at a time that is convenient for them. The regular interaction makes it impossible for students to remain anonymous. Students often make deeper connections with their online colleagues than in the brick-and-mortar classroom.

The online format allows organizations to sponsor participants from multiple locations and reduce time lost going to and from physical classes. The physical face-to-face benefit of education is not completely lost due to the five residences conducted on the USD campus over the course of the program. The online format is designed specifically to meet the needs of working professionals and their organizations. The format also reflects the evolution in the workplace towards virtual teamwork and collaborative learning, which are critical to the success of the project. Qualified individuals not having direct tuition-reimbursement or corporate sponsorship are also welcome.

## Admission Requirements

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;
- additional screening related to the assessment of academic competence is typical of that found for entry into most business graduate degree programs;
- applicants who do not meet the minimum two years work experience requirement, or have an undergraduate GPA of 3.0 or less, may be required to submit a GMAT score.

In addition, candidates will be expected to provide:

- two letters of recommendation from the applicant's supervisor, a colleague, direct report, or university professor;
- Statement of Purpose—a short essay reflecting the applicant's personal and professional objectives and expectations for the program;
- 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) may apply.

## Course Requirements

### Year I

MSCM 561	Supply Chain Strategy & Design (3)
MSCM 562	Operational Processes (3)
MSCM 563	Supply Management (3)
MSCM 564	Strategic Cost Management (3)
MSCM 565	Finance and Risk Management (2)
MSCM 566	Project Management Principles (3)

### Year II

MSCM 581	International Negotiations (3)
MSCM 582	Distribution and Logistics (2)
MSCM 583	Leadership & Change Management for Supply Chain Managers (3)
MSCM 584	Law, Ethics and Contracts for Supply Chain Management (3)
MSCM 585	Sustainable Global Supply Chain Management (2)
MSCM 586	Value Network Management (3)
MSCM 599	Advanced Integrative Project (3)

## Courses

### MSCM 561 SUPPLY CHAIN STRATEGY & DESIGN (3)

Introduces the concept of a supply chain as a complete system that begins with raw materials and delivers value to the end customer. The student will learn to use a variety of conceptual models to describe and classify supply chains in terms of how they are designed and configured to maximize that value, with the emphasis always being on the entire system rather than any individual component. The objective is to recognize and correct supply chain designs that are mismatched to their environments and to direct attention to the critical elements that must be managed. Discusses current trends in Supply Chain Management in terms of how they contribute to maximizing customer value.

### MSCM 562 OPERATIONAL PROCESSES (3)

Examines operational processes of the supply chain from acquisition of materials through conversion to physical distribution of goods and services. Topics include workflow systems, inventory systems, quality systems, production systems, logistics systems, cost estimation, optimization and continuous improvement. Common business processes and business skills addressed include: production planning, workflow scheduling, cost estimation, resource allocation, work methods design, inventory management and continuous improvement methods.

### MSCM 563 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 564 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 565 FINANCE AND RISK MANAGEMENT (2)**

Supply Chain Managers require knowledge of finance to enable analysis of projects, the justification for proactive investments and estimation of supply chain costs. Topics addressed include: financial statements analysis, valuation, capital budgeting (net present value, internal rate of return), management of working capital, international financial markets and risk management (options, futures contracts, forward contracts)

**MSCM 566 PROJECT MANAGEMENT PRINCIPLES (2)**

The integrative project is a core element of the Master of Science in Supply Chain Management. The ability to apply project management knowledge, tools and principles to the effective execution of process improvement or system implementation projects is central to modern supply chain management. This course provides students with the foundational capabilities required to be effective project managers in a supply chain context. Topics addressed include team formation, team sponsorship and team governance, developing charters, project management, quantifying financial impacts and presentation skills.

**MSCM 581 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 582 DISTRIBUTION AND LOGISTICS (2)**

Distribution and logistics management is a critical element of supply chain management because distribution and logistics expenses often represent the largest single category of costs faced by a company and logistics activities touch all aspects of supply chain performance, creating value and competitive differentiation. Students will gain an in-depth understanding of basic distribution and logistics management principles and be able to identify those distribution and logistics issues critical to supply chain managers in today's business environment and to project their likely impact on overall business performance. Students will become familiar with contemporary concepts and techniques and be able to use these for analyzing and resolving distribution and logistics problems.

**MSCM 583 LEADERSHIP AND CHANGE MANAGEMENT FOR SUPPLY CHAIN MANAGERS (3)**

This course is designed to assist students in the practice of ethical leadership and management of change. As a result of actively participating in this course, students will understand theories and practices of leadership, the properties of influence and strategies to control internal and external perceptions. Students will begin to map their current and future organizations, suppliers and stakeholders

### Additional Requirements for Admission

## Master of Science in Supply Chain Management

See page 22 for basic admission requirements.

Entrance Semesters MS-SCM: September, March

Application Deadline Fall: Aug. 1; Spring: Feb. 1  
Applications will be considered on a space-available basis

Minimum Grade Point Average 3.0 (4.0 scale)

Standardized Admission Test GMAT (optional dependent on GPA)

Required Coursework No specific undergraduate coursework required

Required Licenses/Credentials None

**Additional Requirements for MS-SCM** Two professional appraisal forms or letters of recommendation. At least two years of full-time work experience is expected for admission to the program. 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).

and be able to identify collaborations that need to be established within these organizations. The course will compare Organizational Development and planned change with other forms of organizational change and evaluate the steps associated with a planned organizational change process. The consequences of change management theory will be explored at the organization, group and individual levels, along with the importance of employee involvement in organization change interventions.

**MSCM 584 LAW, ETHICS AND CONTRACTS FOR SUPPLY CHAIN MANAGEMENT (3)**

Explores the legal context of supply chain management in areas of contract formation, obligations, remedies and dispute resolution in an international setting. Examines the overlapping roles of ethics and regulation in defining a socially responsible business enterprise and standards for behavior. Three basic ethical theories are applied to supply chain management, especially purchasing. Current issues of social and environmental justice are introduced as catalysts for proactive policy formation and world-class supply chain performance.

Ethics, diversity and legal issues are of paramount concern to organizations that operate in today's global environment that pits supply chain against supply chain. Proactive companies recognize that striving for diversity and maintaining ethical policies and actions help enable world-class supply chain management. Topics addressed include diversity suppliers, protecting the physical environment, workplace values, ethics in business, contract formation and the legal context of supply chain management.

**MSCM 585 SUSTAINABLE GLOBAL SUPPLY CHAIN MANAGEMENT (2)**

Sustainability and social responsibility are rapidly evolving issues facing supply chain professionals' organizations in all sectors. Further, global challenges within increasingly extended supply chains means that it is now impossible for an organization to ignore regulatory, economic, environmental and reputational pressures to address the sustainability agenda of 'people, planet and profits'. The evolving agenda for sustainable practice presents both opportunities and significant risk to upstream and downstream supply chain decision making. The aim of this course is to equip students with a deeper understanding of the CSR agenda, providing them with the wherewithal to have a positive impact on their organization and to raise their awareness of the moral and ethical concerns facing global organizations within this agenda.

This course will focus on the nature, definition and evaluation of issues relating to CSR. Students will be

introduced to the core issues faced in environmental sustainability from a robust total systems perspective and incorporating a basic review of the scientific evidence pertaining to environmental impact. Students will also be introduced to the social, health and safety risks and remedies available to supply professionals when sourcing internationally, including trends in global regulatory requirements. Further, specific measurement and reporting protocols will be examined in order to provide a proactive compliance strategy

**MSCM 586 VALUE NETWORK MANAGEMENT (3)**

"Competition does not take place between organizations, but between competing value networks." This course is concerned with examining the nature and development of strategic advantage through networks of coordinating and collaborating partners. The course serves as a capstone for the MS-SCM and adopts a critical perspective to the fields of strategic management, human relations, behavioral science and innovation. It is intended to both consolidate prior studies and develop strategies for future personal development.

This course begins by analyzing contemporary understanding of human behavior within the context of complex network relationship interactions. It addresses the theories and mechanics involved in development and management of dyadic and triadic relationships, including the economics of trust and the various schools of thoughts associated with strategic capabilities. This course also addresses the complex nature of innovation set within networks, specifically exploring the Schumpeterian approach to strategies for collaborative innovation.

Students will learn about developing and managing integrated relationships, knowledge and resources, identifying opportunities for strategic improvement and developing their understanding of strategic value network through reflective learning and join problem-solving.

**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 (MSGL) is a cohort-based program where students progress together through a 16-month course of study. The 31-unit curriculum integrates content of 14 courses within three main thematic areas:

- Leadership and Ethics
- Global, Geopolitical, Environment and Cultural Environment
- Best Business Practices and Processes

It is delivered in a flexible, executive education format. Students begin with online studies prior to an intensive session lasting one week during which time students complete most of the classroom work for three courses. This begins a period of independent and team-based studies that include classroom sessions, guest speakers and a variety of remotely-delivered educational exercises.

The program begins with five weeks of online work to get students engaged in the material of the courses in the first semester and to familiarize them with the tools, technology and methods of hybrid education. Then students meet for an intensive week of in-class sessions.

Following that initial week-long session, students may choose one of three continuation paths:

- attendance at monthly on-campus sessions;
- course completion via distance learning methods
- combination of the above two options.

At the conclusion of the fourth semester, all students return to the campus for a one week final session. This final week includes participation in a capstone experience, MSGL 509, wherein the students complete a two-day exercise analyzing an international business problem for an actual international corporation.

The MSGL offers many of the courses included in other graduate business programs concentrating on those courses most valuable to mid-level executives working in international corporations. Though some students have somewhat more or less experience, the typical candidate for the MSGL program will have five to eight years of experience as a rising executive and be expected to assume positions of increasing responsibility with time.

The MSGL program includes a two-course sequence designed to prepare students to pass the Project Management Professional (PMP) certification examination. This specific portion of the master's program is timed to end during the final week of classes. All students completing

these two courses will be awarded a Certificate in Project Management from the University of San Diego's School of Business Administration in addition to the Master of Science in Global Leadership degree.

The MSGL program has been created specifically for a busy working professional whose work demands make attending a full-time, campus-based program difficult. Students who are able to attend class on campus every month are in the same classes and cohort with students who are completing all course requirements online. These resident and distance students work together in teams and use tools and technology that prepare them for today's international business environment that regularly uses technology to facilitate collaboration and coordination across time zones and international boundaries. Also, the incorporation of distributed education technologies enables students to continue their academic efforts while faced with challenging and changing work schedules.

### Admissions Requirements

The first requirement for admission is the demonstration of the ability to successfully complete the program based on prior academic performance. Normally this performance will be demonstrated by a minimum 3.0 GPA (4.0 basis) in the last 60 undergraduate units. Additionally, candidates must be able to demonstrate work and leadership experience in order to best understand and take advantage of the content of the curriculum. At least five years is preferred, three years is the minimum, which can only be waived under exceptional circumstances.

In addition, candidates will be expected to provide:

- two letters of recommendation, one by their immediate supervisor (commanding officer for military personnel);
- brief statement of purpose discussing reasons for wanting to complete the MSGL program;
- résumé describing work experience to date;
- original, sealed undergraduate transcripts (including transfer credits listed on the degree-granting institution transcripts).

Applicants may apply at [www.sandiego.edu/msgl](http://www.sandiego.edu/msgl). A personal or phone interview with the program director or assistant director is expected prior to submission of the application.

### MSGL Degree Requirements

The following courses are all required. Their order of delivery may vary slightly from cohort to cohort. No substitutions are allowed and no credits may be applied from other courses of study to meet the MSGL



requirements. A 3.0 average in MSGL course work is required in order to graduate. The units for each course follow 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 523	Finance for Global Business (2)
MSGL 526	International Negotiations (2)
MSGL 527	Strategic Planning and Management (2)
MSGL 531	Marketing for Global Business (2)
MSGL 532	Project Management for Global Business (3)
MSGL 533	Project Leadership for Global Business (2)

## Additional Requirements for Admission Master of Science in Global Leadership

See page 22 for basic admission requirements.

Entrance Semesters	April, August, December
Application Deadline	Mar. 1, Jul. 1, Nov. 1 Applications will be considered after these deadlines on a space-available basis
Minimum Grade Point Average	3.0 (4.0 scale)
Standardized Admission Test	GMAT (waived for candidates with sufficient work experience) IELTS or TOEFL - International applicants only (minimum IELTS score of 7.0 or TOEFL score of 92/237/580 required); See English Proficiency and International Student Applicants page 25 and page 25. International students will be considered, depending on their visa classification. Unfortunately, we are unable to accept students with the F-1 visa, since a significant portion of our course content is online and classes meet only once a month. International students must be in the US on a work or other type of visa. Contact the Office of International Students and Scholars for more information.
Required Coursework	No specific undergraduate coursework required
Required Licenses/Credentials	None
Additional Requirements	We are unable to accept students who require an F-1 student visa since a significant portion of our course content is online. International students must be in the United States on a work or other type of visa, or they must be participating as a distance learner.  Two professional appraisal forms or letters of recommendation. At least two years of full-time work experience is expected for admission to the program. Deferred admission may be granted pending completion of two years of full-time work experience; additional consideration may be given to candidates with substantial business experience.  Applicants who received their bachelor's degree from a non-US educational institution must have their transcripts evaluated by the International Education Research Foundation (IERF) or World Education Services, Inc. (WES).

## Courses

### MSGL 502 FOUNDATIONS OF ETHICAL LEADERSHIP (2)

This course examines ethical principles and theories and provides tools and methodologies for ethical decision-making. The course focuses on common ethical issues in international business, but processes to deal with these issues are also applicable to military, government and international agencies. Topics include traditional ethical theories, theory of capitalism and corporate social responsibility, cultural relativism, character development, stakeholder theory and psychological aspects of moral development. Teaching methods include lecture, evaluation of case studies and discussions (in class and online) 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 analyze and seek resolution of a challenge of an actual corporation involved in the global arena. The simulation will serve to exercise skills and knowledge gained during the completion of the entire curriculum, integrate the essence of all courses and serve as a realistic bridge between academic study and practical experience.

### MSGL 510 GLOBAL SOCIETY (2)

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 523 FINANCE 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. Participants will learn some of the financial tools used by professionals and also increase your understanding of the tasks and issues that are relevant to conducting business globally.

**MSGL 526 INTERNATIONAL NEGOTIATIONS (2)**

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 531 MARKETING FOR GLOBAL BUSINESS (2)**

This course examines the key elements of marketing, the opportunities and the challenges of operating in a rapidly changing global marketplace. This course will cover topics such as the cultural environment in which marketers operate information systems and market research, product management and product development, segmentation, positioning, promotion, pricing and distribution. Lastly, this course will focus on practical decision making within a socially responsible and ethical framework.

**MSGL 532 PROJECT MANAGEMENT FOR GLOBAL BUSINESS (3)**

This course will provide an integrative view of project management from the perspective of the project life cycle. The focus will be on the five phases of project management related to the successful implementation of projects in the domestic and international environments: initiating, planning, executing, controlling and closing. Topics will include: scope definition; task determination; work estimating and scheduling; resource allocation; project monitoring and control; and project closeout. Emphasis in the course is 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 533 PROJECT LEADERSHIP FOR GLOBAL BUSINESS (2)**

This course examines the relationships a project manager has with all project stakeholders, especially focusing on the nature and importance of leadership in projects. A strategic approach is taken to successfully managing within the larger organization, forming, leading and forging the project team and satisfying the customer. Topics include project leadership, forming and forging the project team, responsibilities and authority, staffing projects, project communications and time management. Teaching methods include lecture, case studies and experiential exercises.

## Paralegal Program

Susan M. Sullivan, DIRECTOR, MA  
Gretchen Veihl, ASSISTANT DIRECTOR, BA  
Adriana Busalacchi, PROGRAM ASSISTANT, USD Paralegal Program Certificate, BA

In addition to the graduate degrees and credential programs in a variety of disciplines described in this course catalog, 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 completes 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](mailto:paralegal@sandiego.edu); [www.sandiego.edu/paralegal](http://www.sandiego.edu/paralegal).

## USD Paralegal Program Calendar

### Day Programs

Fall 2013	Sept. 10, 2013 - Dec. 20, 2013
Spring 2014	Jan. 21, 2014 - May 9, 2014
Summer 2014	May 20, 2014 - Aug. 29, 2014

### Extended Day Programs\*

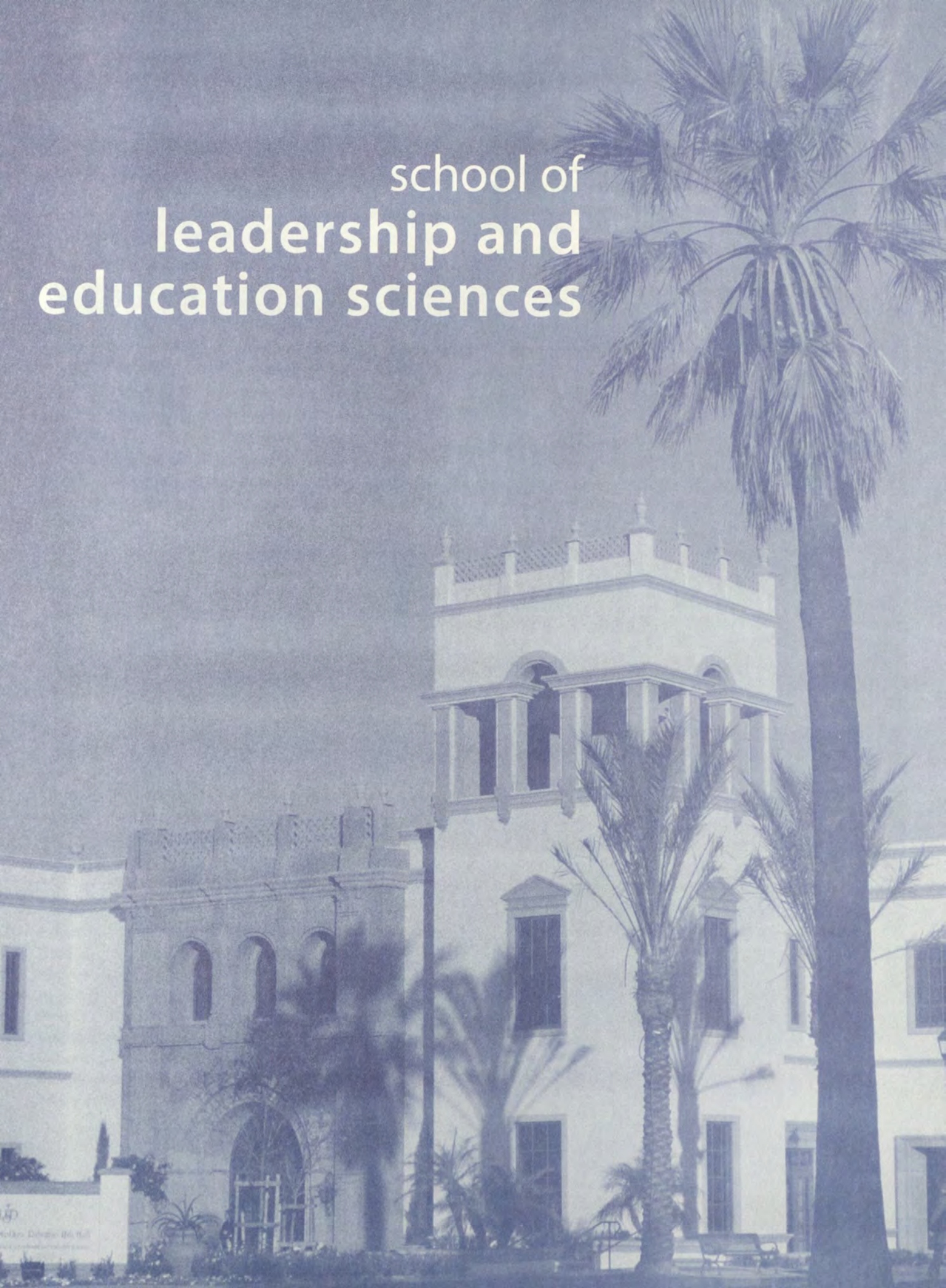
Fall 2013/Spring 2014	Sept.10, 2013 - May 9, 2014
Spring/Summer 2014	Jan. 21, 2014 - Aug. 29, 2014
Summer/Fall 2014	May 20, 2014 - Dec.19, 2014

### Evening Programs

Summer 2013	May 28, 2013 - April 24, 2014
Fall 2013	Sept. 17, 2013 - Aug. 21, 2014
Spring 2014	Jan. 28, 2014 - Dec.18, 2014
Summer 2014	June 3, 2014 - May 14, 2015

\*Day Program may be taken over two semesters. All dates are subject to change

school of  
leadership and  
education sciences



## School of Leadership and Education Sciences

### Administration

Paula A. Cordeiro, EdD, DEAN  
 George E. Reed, PhD, ASSOCIATE DEAN  
 Linda N. Dews, BA, ASSISTANT DEAN  
 Rondi Stein, MBA, MANAGER, Budget and Operations  
 Anne Mumford, MA, DIRECTOR, Admissions and Outreach  
 Karen Lee, PhD, DIRECTOR, Assessment  
 Devon Foster, BA, ASSOCIATE DIRECTOR, Marketing and  
 Communication  
 Kathleen Coughlan, BS, ASSISTANT DIRECTOR, Alumni  
 and External Relations  
 Afsaneh Nahavandi, PhD, CHAIR, Department of  
 Leadership Studies  
 Heather Lattimer, PhD, CHAIR, Department of Learning  
 and Teaching  
 Ann Garland, PhD, CHAIR, Department of School, Family  
 and Mental Health Professions  
 Lieutenant Colonel John Turner, USA, CHAIR, Military  
 Science  
 Captain Patrick Rabun, USN, CHAIR, Department of Naval  
 Science  
 Captain Kevin Filer, USA, OFFICER IN CHARGE, USD  
 Army ROTC  
 Peggy Hetherington, MS, DIRECTOR, Field Experiences,  
 Counseling Program  
 Helene T. Mandell, EdD, DIRECTOR, Professional Services,  
 Department of Learning and Teaching  
 Laura Deitrick, PhD, DIRECTOR, Caster Center  
 Scott Himelstein, DIRECTOR, Center for Education Policy  
 and Law  
 Edward DeRoche, PhD, DIRECTOR, Character Development  
 Center  
 Rose Linda Martinez, EdD, CO-DIRECTOR, Educational  
 Leadership Development Academy  
 Rich Thome, MS, CO-DIRECTOR, Educational Leadership  
 Development Academy  
 Pat Libby, MS, DIRECTOR, Institute for Nonprofit  
 Education and Research  
 Terri Monroe, EdD, DIRECTOR, Leadership Institute  
 Teresa VanHorn, MAE, DIRECTOR, Nonprofit Leadership  
 Alliance  
 Jacqueline Kennedy, MA, DIRECTOR, Manchester Family  
 Child Development Center

### Faculty

Viviana Alexandrowicz, PhD  
 Jerome J. Ammer, PhD  
 Donna Barnes, PhD  
 Sandy Buczynski, PhD  
 Erika Nash Cameron, PhD  
 Paula A. Cordeiro, EdD  
 Robert Donmoyer, PhD  
 Todd M. Edwards, PhD  
 Ana U. Estrada, PhD  
 Fred Galloway, EdD  
 Ann Garland, PhD  
 Steven A. Gelb, PhD  
 Cheryl Getz, EdD  
 Mariamee Gonzalez, PhD, Visiting  
 Zachary Green, PhD, Visiting  
 C. Bobbi Hansen, EdD  
 Lea Hubbard, PhD  
 Noriyuki Inoue, PhD  
 Ronn Johnson, PhD  
 Frank Kemerer, PhD  
 Heather Lattimer, PhD  
 Ian Martin, EdD  
 Rose Linda Martinez, EdD, Visiting  
 Mary McDonald, PhD  
 Sarina Molina, EdD  
 Theresa Monroe, RSCJ, EdD  
 Afsaneh Nahavandi, PhD  
 Jo Ellen Patterson, PhD  
 Reyes Quezada, EdD  
 George E. Reed, PhD  
 Lonnie L. Rowell, PhD  
 Joi A. Spencer, PhD  
 Lee Williams, PhD  
 Susan Zgliczynski, PhD

### Vision Statement

We believe that education for human service must have as its foundation a vision of enhancing human dignity and the quality of life. To do so, human service professionals must focus on moral perspectives in their professional and community lives. The faculty and staff of the School of Leadership and Education Sciences seek to impart this vision to our students.

### Mission Statement

It is our responsibility to prepare students with the professional knowledge, skills, and ethical perspectives they will need for effective leadership and practice in a diverse society. We seek to become, and encourage our students to

become, life-long learners engaged in scholarly inquiry, research, and professional development. We value professional and community service and encourage such service by our students.

To implement our mission, the faculty enriches all programs and course offerings with the values, concepts, and themes that we believe will help students become ethical, civic-minded and committed leaders in their chosen fields.

### Internationalization Experience Requirement

School of Leadership and Education Sciences (SOLES) students are required to complete an international experience to graduate. SOLES recognizes that students are living in a global society and they need to understand how other countries and cultures approach the issues and concepts in their program areas. The internationalization experience will strengthen students in their current lives and future careers. Each program has identified specific ways in which its students can meet the internationalization requirement including participation in a SOLES Global Center, global study course. Students should check with their respective program/department for more information on options for satisfying the SOLES International Experience Requirement. Please note: Beginning in Summer 2011, courses with an "I" designation following the course number are courses that satisfy this requirement.

### Centers and Institutes

- Caster Center
- Center for Education Policy and Law (CEPAL)
- Character Development Center (CDC)
- COMPASS Family Center
- Educational Leadership Development Academy (ELDA)
- Global Center
- Hansen Summer Institute
- Institute for Nonprofit Education and Research
- Leadership Institute
- Manchester Family Child Development Center (MFCDC)
- Mobile Technology Learning Center (MTLC)

### Academic Degree Programs, Credentials and Certificates

#### Doctoral Degree

The School of Leadership and Education Sciences offers one Doctor of Philosophy degree, in Leadership Studies. This program is a 63unit program that allows students to develop a program consistent with their career goals.

#### Master's Degrees

The master's programs in SOLES prepare qualified professional personnel in education and related areas through a sequence of graduate work that includes field and laboratory experiences as well as coursework. The School of Leadership and Education Sciences grants three master's degrees: the Master of Arts (MA), the Master of Education (MEd) and the Master of Arts in Teaching (MAT). Each program requires a specified minimum number of graduate credits and most require the successful completion of an action research project, a comprehensive examination, a culminating curriculum project, thesis, or a portfolio. There is no foreign language requirement.

#### Credential Programs

USD's credential programs are approved by the California Commission on Teacher Credentialing. Students should see their advisors for specific requirements regarding each credential. It is possible to combine credential programs with a degree program. Students should check with their respective program/department for more information. 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 up to six appropriate master's-level units taken at an accredited and approved institution within the past five years into a 30-44 unit program and up to nine (9) units into a program requiring 45 or more units, with the approval of the advisor and program director/department chair, Associate Dean and clearance by the Office of the Registrar.

#### Reservation of the Right to Modify

Every effort has been made to provide current and accurate information in the description of doctoral, master's degree and credential programs. However, we reserve the right to change program requirements. Students should confer with their advisors and the credential analyst to ensure progress toward their degrees and/or credentials.

### Department of Leadership Studies

The Leadership Studies Program offers a PhD program, master's degree programs, a Preliminary Administrative Services Credential and a Professional Administrative Services Credential. These credentials have been approved by the California Commission on Teacher Credentialing. A certificate program in nonprofit leadership is also offered to graduate students enrolled in qualified programs.



## Doctor of Philosophy Degree Program

As the nation's first doctoral program in Leadership Studies, USD is internationally recognized as an institution of dynamic innovation and scholarly excellence. Known for our close student/faculty engagement and collaboration, we offer a rigorous yet practical course of study grounded in prevailing theory and a social change orientation. The program is designed to empower the next generation of researchers, scholars and practitioners to make significant contributions to the field of leadership studies and efforts to address the pressing needs of the world at large.

The 63-unit program includes six core courses, six electives consistent with the student's career goals, a minimum of five research courses and credit-generating activities leading to a dissertation. The program is unique by virtue of its interdisciplinary approach, the diversity of the student cohorts and its strong commitment to developing leaders who have the skills and inclination to make organizations not only effective and efficient, but also ethical and humane.

### Program of Study

Upon admission, each student is assigned a program advisor, with whom he or she will develop a program of

study. Students are required to complete a minimum of 63 semester-units beyond the master's degree. Some students may qualify simultaneously for a Preliminary Administrative Services Credential from the state of California.

### General Regulations

1. **Academic Performance Requirements**  
Doctoral students are required to maintain at least a 3.0 grade point average in their coursework throughout the program.
2. **Maximum Load**  
Doctoral students who are employed full-time may not take more than 6 units per semester unless the additional load is approved by the student's advisor and the department chair. No doctoral student may take more than 12 units per semester without special approval of the student's advisor, department chair and the associate dean.
3. **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

#### Additional Requirements for Admission

### Doctor of Philosophy in Leadership Studies

See page 22 for basic admission requirements.

Entrance Semester	Fall, Summer
Application Deadlines	Dec. 1
Recommended GPA	3.50 (4.0 scale) in master's coursework
Standardized Admission Test	Graduate Record Examination (GRE) General Test taken within the last five years
Additional Requirements	<p>Master's degree (completed prior to admission)</p> <p>Resume</p> <p>Statement of Purpose</p> <p>Three letters of recommendation</p> <p>Interview for applicants who meet the preliminary selection criteria is required</p> <p>Preference will be given to applicants whose statement of purpose demonstrates commitment to the study of leadership, capacity for critical inquiry and creative thinking, and the potential for excellent scholarship</p> <p>Note: No single criterion alone determines the Doctoral Admissions Committee's decision to admit or deny an applicant.</p>

up to five years prior to the student's entry into the USD program (See Transfer of Graduate Credit, page 35 and page 118). A student previously enrolled elsewhere in an accredited doctoral program recognized by USD may appeal to the faculty for the transfer of more than 12 units.

Transferred credit must be for courses that are consistent with the goals of the Leadership Studies program. Transfer credit will normally not be substituted for either core or research courses. All core courses must be completed at USD.

#### 4. Advancement to Candidacy Process

To advance to candidacy, students must complete a two-part process. Part A of this process involves the preparation of a qualifying paper that normally relates to a student's dissertation topic. Part B of the Advancement to Candidacy process involves preparing and successfully defending a dissertation proposal. More detailed information about the Advancement to Candidacy process can be found in the Doctoral Student Handbook.

#### 5. Admission to Candidacy

Admission to candidacy (not equivalent to admission to the program) is achieved when the student has successfully completed Parts A and B of the Advancement to Candidacy process. Next, the candidate will have the proposal approved by the Institutional Review Board, if appropriate. The candidate is then ready to focus completely on the dissertation and is not eligible for a leave of absence.

#### 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.

LEAD 600	Leadership Theory and Practice (3)
LEAD 601	Organizational Theory and Change (3)
LEAD 602	Leadership, Inquiry and Research I (3)
LEAD 603	Ethics and Leadership (3)
LEAD 604	Policy-Making Processes (3)
LEAD 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 Research Courses:

LEAD 606	Leadership, Inquiry and Research II (3)
LEAD 607	Applied Statistics and Quantitative Research Methods (3)
LEAD 608	Qualitative Research Methods (3)

#### Advanced Research Courses (select at least one of two from below):

LEAD 612	Advanced Qualitative Research Methods (3)
LEAD 613	Advanced Quantitative Research Methods (3)

#### Elective Research Courses (select one from below\*)

LEAD 582	Survey Research Methods (3)
LEAD 612	Advanced Qualitative Research Methods (3)
LEAD 613	Advanced Quantitative Research Methods (3)

\*Other courses approved by the department may be used to meet this requirement.

### III. Area of Study (18 units minimum)

With the assistance and approval of their advisors, students select electives to acquire an area of specialization.

#### Examples of Possible Areas of Specialization:

- Higher Education Leadership (community college, student affairs, general administration)
- PK-12 Public/Private School Leadership
- Nonprofit/Philanthropic Leadership and Management
- Organizational Leadership/Consulting
- Individualized Option

### IV. Dissertation Component (12 units minimum)

LEAD 610	Dissertation Seminar (3)
LEAD 695	Dissertation (9)

After completing 9 units of LEAD 695, candidates must register for 1 unit each semester to maintain candidacy until the final, approved dissertation is submitted to the Office of the Registrar.

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.

## Master of Arts Degree Programs

A 36-unit program designed for students preparing for leadership positions in a broad variety of organizational settings: consulting firms, human resource departments,

nonprofit agencies, colleges and universities and public and private K-12 schools, for example.

The focus of the leadership master's degree is to develop knowledgeable, ethical, caring and inclusive leaders for a diverse and changing society. The program offers candidates the opportunity to study leadership theory and practice and apply leadership concepts and principles to their personal and professional roles and responsibilities.

There are three degree opportunities:

- Higher Education Leadership
- Leadership Studies
- Nonprofit Leadership and Management

## Master of Arts in Higher Education Leadership

The Masters of Arts in Higher Education Leadership is designed to provide professionals dedicated to the field of higher education with the ability to make an enhanced impact by expanding the way they collect and process information. Including research, organizational theory, change and more, the program provides opportunities for graduate assistantships and international experiences.

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- or 6-unit practical experience or internship and 6-9 units of electives. Students work closely with their advisor to design an 18-unit experience in one of three higher education specializations: 1) Community College Leadership, 2) Higher Education Administration, or 3) Student Affairs. Students will begin to design their final action research project in the research course and also have the opportunity to gain practical experience at a post-secondary site of their choosing. The 6-9 units of 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)

LEAD 549	Research Design and Methodology for Leaders (3)
LEAD 550	Leadership Theory and Practice (3)
LEAD 551	Human Relations for Leaders (3)
LEAD 555	Leadership and Ethics (3)
LEAD 559	Leadership and Organizational Change (3)

### Additional Requirements for Admission

## Master of Arts in Leadership Studies Master of Arts in Higher Education Leadership

See page 22 for basic admission requirements.

Entrance Semesters	Fall, Summer
Application Deadlines	December 15
Minimum Grade Point Average	3.0 (4.0 scale) in all undergraduate coursework
Standardized Admission Test	Not required. Applicants at or near the minimum GPA may choose to submit Graduate Record Examination (GRE) general test scores to strengthen their application.
Additional Requirements	An interview may be required for admission. Resume Statement of Purpose Three letters of recommendation

**Higher Education Core (9 units)**

Select from the following:

- COUN 515 Multicultural Counseling (3)
- LEAD 565 The Dynamics of Race, Gender and Culture in Higher Education (3)
- LEAD 569 Making Meaning and the Collegiate Experience (3)
- LEAD 571 History and Philosophy of Higher Education (3)
- LEAD 577 Higher Education Policy (3)

**Internship (Practical Experience)**

- LEAD 598 Leadership Internship MA (3) OR
- LEAD 594 Student Affairs Graduate Assistant Seminar (6 total units over 4 semesters)

Electives (6-9 units, varies based on the Internship component)

Electives are selected in consultation with an advisor from USD's graduate programs.

**Exit Requirement**

Action Research Project or Action Research Thesis (please consult advisor and student handbook for specialization requirements)

**Master of Arts in Leadership Studies**

This 36 unit program is designed for candidates who seek to create innovative and dynamic approaches to learning and leadership. The MA offers a unique degree of freedom and flexibility in how one seeks this degree. Students are invited to examine, reflect and act on passionate concerns, working closely with faculty and fellow students, to bring theory and practice together to meet academic and professional goals.

All students in the Leadership Studies Program take five courses (16 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 1-unit research seminar and a 3-unit research design and methodology course. All students are required to take a 3-unit internship course and engage in an internship at an external site of their choosing. Finally, students will enroll in two units of a capstone.

Students then select 15 units of coursework that meets their specific needs and interests. Courses may be selected from USD's graduate programs with approval of advisor and program administrator. Students have the option to combine

coursework from the Aspiring Leaders Program where they will earn their Preliminary Administrative Services Credential or the New Leaders Program where they will earn their Services Credential to complete the MA in Leadership Studies. Please refer to future sections regarding the credentials and required coursework.

**Program Requirements****Leadership Core (15 units)**

- LEAD 548 Research Seminar (1)
- LEAD 549 Research Design and Methodology for Leaders (3)
- LEAD 550 Leadership Theory and Practice (3)
- LEAD 551 Human Relations for Leaders (3)
- LEAD 555 Leadership and Ethics (3)
- LEAD 559 Leadership and Organizational Change (3)

**Internship (Practical Experience)**

- LEAD 598 Leadership Internship MA (3)

**Electives (18 units)**

The program has an exit requirement of either a portfolio, thesis, or action research project.

**Portfolio:** Candidates who select this option as an exit requirement should confer with their advisor during their first year in the program regarding the specific requirements for a portfolio. Candidates should also refer to the guidelines noted in their Handbook.

**Thesis:** This option is recommended for candidates who plan post-master's or doctoral work. Candidates who select this exit option must register for LEAD 595—Thesis Supervision (3) as part of their specialization coursework. Guidelines for thesis work can be found in the Handbook. Candidates must continue to register for at least 1 unit of LEAD 595 each semester until the thesis has been approved.

**Action Research Project:** students will be introduced to action research in their research courses and should work with their advisor throughout the development of the project.

**Master of Arts in Leadership Studies — K-12 School Leadership focus with Administrative Services Credential****MA Core Courses (9 units)**

- LEAD 549 Research Design and Methodology for Leaders (or a research course decided in consultation with the student's advisor) (3)
- LEAD 550 Leadership Theory and Practice (3)

LEAD 555 Leadership and Ethics (3)  
Electives (3 units) to be selected in consultation with the student's advisor.

In conjunction with a California Preliminary Administrative Services credential

#### Aspiring Leaders Required Courses (24 units)

LEAD 551 Human Relations for Leaders (3)  
LEAD 552 School Law for Aspiring Leaders (3)  
LEAD 553 Instructional Leadership and Supervision I (2)

LEAD 554 Instructional Leadership and Supervision II (2)  
LEAD 558 School Leadership and the Politics of Education (3)  
EDUC 560 Technology for School Leaders (1)  
LEAD 583 Special Topics I (1)  
LEAD 584 Special Topics II (1)  
LEAD 588 Diversity and the Preparation of School Leaders (2)

### Additional Requirements for Admission

## Aspiring Leaders Program

See page 57 for basic admission requirements.

Entrance Semester	Fall
Application Deadline	April 1
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 GPA are encouraged to take the GRE or MAT.
Prerequisite Experience	Applicants must meet the following qualifications by the start of the program: <ul style="list-style-type: none"> <li>• Applicant must also have a master's degree or be willing to earn one concurrently with the credential. Students without a master's must apply to both the credential and the MA in Leadership Studies.</li> <li>• Applicant must hold a valid Clear California 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.</li> <li>• 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.</li> <li>• Applicant must have passed the California Basic Educational Skills Test (CBEST).</li> </ul>
Selection Process	The selection process is comprised of three stages: <ul style="list-style-type: none"> <li>• Applicants will submit an application (with two letters of recommendation, resume, academic transcripts, ELDA supplemental form and statement of purpose).</li> <li>• 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.</li> <li>• Candidates who are successful in the instructional observation process take part in a writing sample session.</li> </ul>

LEAD 597P Practicum in School Administration I (3)  
(field-based experience)

LEAD 598P Practicum in School Administration II (3)  
(field-based experience)

### Exit Requirements

Oral defense of the Educational Platform and Culminating Portfolio: Candidates must present an educational platform/ culminating portfolio that reflects their learning and development over the course of the program. It must be presented to and approved by a panel of university faculty and district practitioners.

## Administrative Services Credential

### The Educational Leadership Development Academy

This innovative preparation program is focused on a single goal: to prepare high-quality public and private school instructional leaders to lead school communities in accelerating teaching and learning. The program offers three areas of focus for leadership preparation:

### Leaders Exploring Administrative Possibilities (LEAP)

This is a 3-unit introduction that engages participants in initial leadership development prior to entering an administrative credential program. Candidates have opportunities to learn more about their leadership capacity in a three day summer institute and continued work from September through March in monthly seminars.

### The Aspiring Leaders Program

This 24-unit program of study is comprised of coursework and a 40-day school site-based residency apprenticeship over the program duration. Unlike other traditional university courses that follow a semester schedule, this program's courses are offered in intensive modules that span multiple semesters. Classes are held on weekdays and occasional weekends throughout the year. Apprenticeship placements will be selected jointly by the program administration and the candidates' district supervisors to ensure a learning environment that will adequately support participant learning in the critical areas of site leadership. The apprenticeship may either be full- or part-time, depending on the nature of the student's work role. The program of study meets the requirements for the California Preliminary Administrative Services credential. The Intern Program provides an intern credential for administrators who are selected by a public school district or a county office of education and placed in an administrative position under the supervision of a University of San Diego Supervisor. These candidates work in the administrative position and enroll in coursework at the University to earn the Preliminary Administrative Services Credential.

Students who also apply and are admitted to the MA in Leadership Studies degree program must complete 12 units in addition to the Aspiring Leaders Program requirements to earn the MA degree.

### The New Leaders Program

This 12-unit credential program links the educational and leadership theory to the complexities of participants' school-based practice. The coursework is heavily job-

### Additional Requirements for Admission

## New Leaders: Induction and Support Program

See page 22 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 GPA are encouraged to take the GRE or MAT. Applicant must hold a valid California Preliminary Administrative Services Credential. Applicant must hold a school site administrative position <sup>1</sup> (e.g. principal, vice principal, content administrator, etc.)
Selection Process	Applicants will submit an application (with three letters of recommendation, resume, academic transcripts, and statement of purpose). Interview by panel of ELDA program staff

embedded, focusing on the candidates' development of instructional leadership capacity through critical analysis and reflection. Participants are paired with an experienced mentor who provides coaching and support. Their work together centers on students developing the skills and knowledge to manage the complex real-time challenges and responsibilities of site leadership. The program of study meets the requirements for the California Professional Administrative Services Credential.

Students who also apply and are admitted to the MA in Leadership Studies degree program must complete 9 units of core courses and 15 units of electives in addition to the New Leaders Program requirements to earn the MA degree.

Note: The credential programs are currently being refined. Modifications to these programs may be made in the future. Please refer to the program handbook for details.

## Master of Arts in Nonprofit Leadership and Management

This degree involves an integrated course of study combining leadership theory and practice with best practice management models, strategies and tools designed to produce thoughtful and effective nonprofit leaders. A minimum of 36 units are required to complete the program.

### I. Required Courses (32 units)

LEAD 500	Research, Design and Evaluation of Nonprofit Programs (4)
LEAD 501	Nonprofit Sector and Management Fundamentals (3)

LEAD 502	Leadership and Ethics (3)
LEAD 503	Nonprofit Finance (3)
LEAD 504	Human Relations for Leaders (1)
LEAD 505	Organizational Theory and Change (3)
LEAD 506	Resource Development and Marketing (3)
LEAD 507	Community Organizing and Change (3)
LEAD 509	Legal Issues for Nonprofit Corporations (1)
LEAD 510	Board Management and Leadership (2)
LEAD 511	Strategic Planning and Positioning (3)
LEAD 550	Leadership Theory and Practice (3)

Please note: In rare instances where a student has a demonstrated competency in one of the following subject areas: Finance, Marketing, Strategic Planning, Fundraising, Nonprofit Legal Issues, or Research Design/Program Evaluation, the student may approach the program director and subsequently, the course professor, about opting out of that course. If the director and professor agree, the student may substitute elective units for those required courses. No other course substitutions will be granted.

### II. Electives (1-unit and 2-unit courses from which students will select 3 to total 5 or more units)

LEAD 512	Collaboration (1)
LEAD 513	Advocacy Skills and Strategies (2)
LEAD 514	Public Speaking (1)
LEAD 515	Risk Management (1)
LEAD 517	Capital and Endowment Campaign Planning (2)

### Additional Requirements for Admission

## Master of Arts in Nonprofit Leadership and Management

See page 22 for basic admission requirements.

Entrance Semesters	Fall
Application Deadlines	March 1
Minimum Grade Point Average	3.0 (4.0 scale) in all undergraduate and graduate coursework.
Standardized Admission Test	Applicants whose Grade Point Averages are below a 3.0 (on 4.0 scale) should submit the Graduate Record Examinations (GRE) General Test for consideration.
Additional Requirements	Resume Statement of Purpose Three letters of recommendation If employed by a nonprofit organization, a Memorandum of Understanding signed by the applicant's employer stating the degree to which the organization supports the applicant's candidacy.

LEAD 518I Nonprofits and Civil Society in Guatemala (2)

LEAD 519I Understanding Binational Nonprofits in the US-Mexican Border (2)

Other electives may be added.

### Nonprofit Leaders Alliance National Certification in Nonprofit Management/Leadership

The certification is the only national nonprofit management leadership credential developed with and recognized by, the nonprofit sector. Students working toward this certificate are offered networking opportunities, online résumé services and job placement.

#### Mission

To prepare and certify nonprofit professionals to work with America's youth and families.

In partnership with: American Red Cross, Feeding America, 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 Nonprofit Leaders Alliance mission on campuses throughout the nation. They recognize how valuable well-prepared, qualified professionals are to their missions.

### Nonprofit Leadership Alliance National Certification in Nonprofit Management/Leadership (with the Master of Arts in Nonprofit Leadership and Management)

Certification is open to current graduate degree students and alumni of the Department of Leadership Studies. Students wishing to be add the certificate to their course of study must complete the following:

- LEAD 501 Capstone course on Nonprofit Management
- Completion of nonprofit competency requirements (which are a part of the MA in Nonprofit Leadership and Management program coursework). Competency areas of study include: Nonprofit Fundamentals, Ethics, Volunteer Management/Board Development, Fundraising and Resource Development, Finance, Management and Marketing.
- At least 300 hours of work in a nonprofit organization (this may be professional work experience or volunteer work)
- Attendance at the Nonprofit Leadership Alliance Institute or an equivalent professional development

meeting (i.e. AFP national meetings, AMA Cause Marketing Conference, etc.)

- Personal Essay on Leadership

## Courses

Note: LEAD 500-519 courses require special program permission.

### LEAD 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.

### LEAD 501 NONPROFIT SECTOR AND 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.

### LEAD 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.



**LEAD 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.

**LEAD 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.

**LEAD 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.

**LEAD 506 RESOURCE DEVELOPMENT AND MARKETING (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.

**LEAD 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.

**LEAD 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.

**LEAD 510 BOARD MANAGEMENT AND LEADERSHIP (2)**

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.

**LEAD 511 STRATEGIC PLANNING AND POSITIONING (3)**

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.

#### LEAD 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.

#### LEAD 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.

#### LEAD 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.

#### LEAD 515 RISK MANAGEMENT (1)

This course is designed to provide students with the skills to recognize day to day as well as catastrophic risks encountered in managing nonprofit organizations. Students will have an opportunity to develop proactive practical strategies to mitigate the risks their organizations will encounter. Students will learn about factors that impact unemployment and workers compensations insurance costs. Students will work in group to create an Illness Injury Prevention manual based on standards established by the workers compensation insurance industry

#### LEAD 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.

#### LEAD 518I NONPROFITS AND CIVIL SOCIETY IN GUATEMALA (2)

This course is designed to provide theoretical and practical knowledge about the nature of the nonprofit sector in Guatemala, a developing country and how the sector plays a role in civil society. In particular, we will explore the dynamic role of human service agencies—both INGOs (internationally operated nonprofits) and Guatemala-based nonprofits -- in a post-war society. Students will also be introduced to the challenges these nonprofits face serving multi-cultural populations within the country.

**LEAD 5191 UNDERSTANDING BI-NATIONAL NONPROFITS IN THE US-MEXICAN BORDER (2)**

The proximity to the Mexican border provides a unique opportunity to expose and prepare students for how to work more effectively in an increasingly international environment. Students will work in groups of two to three and with an associate from an assigned nonprofit that spans the Mexico and United States border to analyze the particular nature of that organization and the challenges it faces. This course will include two days and one night in Tijuana. In addition, each student must have a valid passport prior to enrolling in this course and be willing to travel to Mexico. While a command of the Spanish language is not required, supplementing reading materials will be provided to students that are in both English and Spanish. [NOTE: Required reading will be in English.]

**LEAD 530 CREATIVE LEADERSHIP (1)**

This weekend course provides an introduction to methods of self-awareness, coaching and leader development in cooperation with the Center for Creative Leadership. This course will provide students with an opportunity to learn about several instruments used in leader assessment and they will gain insights into methodologies for increasing the capacity of leadership in organizations.

**LEAD 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.

**LEAD 548 RESEARCH SEMINAR (1)**

Research Seminar offers an introduction and advancement of knowledge on research methodology common to graduate level leadership studies. The course examines how to support students in developing the capacity to apply critical thought to the study of scholarly research. Students gain an understanding of qualitative, quantitative and action research approaches to leadership through review of model studies. The primary aim is to equip students to be conversant about research so as to make informed choices about their course of study and apply the learning to issues in the larger world.

**LEAD 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.

**LEAD 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.

**LEAD 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.

**LEAD 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 prospective school leaders with understanding of how law guides day-to-day decision making in key areas and the consequences for violating policies.

**LEAD 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.

**LEAD 554 INSTRUCTIONAL LEADERSHIP AND SUPERVISION II (2)**

This course continues the work of LEAD 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: LEAD 553.

**LEAD 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.

**LEAD 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.

**LEAD 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.

**LEAD 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 productive school culture that supports learning for teachers and students. Candidates learn strategies for working with school stakeholders, sharing decision-making and providing sufficient resources for the diverse needs of students. The course builds candidates' understanding of and skill in, responding to the complex political forces that shape organizational life.

**LEAD 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.

**LEAD 560 SCHOOL LAW FOR PRACTICING ADMINISTRATORS (3)**

This course focuses on the preparation of practicing school leaders to applying knowledge of the law to guide day-to-day decision making in their roles as administrators. Participants will develop a deeper understanding of and ability to apply, state and federal law in areas vulnerable to litigation that are under the purview of the school site leader.

**LEAD 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.

**LEAD 562 LEADERS EXPLORING ADMINISTRATIVE POSSIBILITIES I (2)**

This course is the first segment of a 3-unit LEAP program. The LEAP program fosters awareness and knowledge of leadership, encourages participation in leadership activities and builds a basis for pursuing career opportunities in leadership positions in schools. In this course, we provide initial leadership development and recruitment for educators interested in future site leadership opportunities. Highly qualified individuals will be provided information, experience and support to move them toward more opportunities for teacher leadership and for some students, toward a career in site leadership.

**LEAD 563 LEADERS EXPLORING ADMINISTRATIVE POSSIBILITIES II (1)**

This course is the second segment of the LEAP program. This course follows LEAD 562 and continues initial leadership development and recruitment for educators interested in future site leadership opportunities. Candidates take on more responsibility as a teacher leader and document and reflect upon those responsibilities. Some candidates may begin working toward a career in site leadership. In this second semester, candidates will

complete their Individual Learning Plan, complete three meetings with the mentor, complete a portfolio of their work and develop a Poster Presentation. Using a Protocol, the candidates will present the poster (reflecting their learning) to a group of critical peers and receive feedback.  
Prerequisite LEAD 562

**LEAD 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.

**LEAD 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.

**LEAD 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 learn fundamental concepts surrounding feedback, delegation and performance improvement.

**LEAD 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 professor's discretion.

**LEAD 569 MEANING MAKING AND THE COLLEGIATE EXPERIENCE (3)**

The purpose of this course is to examine and understand significant human development theories used within the context of higher education. Students will be asked to make meaning of the self, the other and the systems, personally and professionally. This course requires students to apply college student development theories to students as well as themselves in critical ways. Students will be asked to work individually as well as in teams on a project-based learning project aimed at promoting the intersections between theory and practice.

**LEAD 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.

**LEAD 571 HISTORY AND PHILOSOPHY 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.

**LEAD 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.

**LEAD 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.

**LEAD 574 GENDER AND LEADERSHIP (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.

**LEAD 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.

**LEAD 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.

**LEAD 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.

**LEAD 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.

**LEAD 579 EXPERIMENTAL TOPICS COURSE (1-3)**

This course number is used by SOLES for experimental topics courses. The title and content of each 579 course will vary by topic and program/department. If more than one 579 course is offered during a single semester, section numbers will allow for identification of the course.

**LEAD 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.

**LEAD 581 SPECIAL TOPICS IN LEADERSHIP STUDIES I (1-3)**

The purpose of this course is to provide graduate students with an opportunity to earn graduate credits in the Leadership Studies program for participating and/or attending conferences, institutes, or other events related to their growth as a scholar and/or professional. Students enrolling in the special topics course(s) will be responsible for attending all conference events, completing the assignments as noted in your syllabus and other papers and/or projects as assigned by the professor of record. Each new course that is offered will be reviewed and approved by the program area (specialization area) and the Leadership Studies department chair, before being added to the course schedule. Examples of included conferences and institutes are: the ELDA Summer Institute; the CCLA Summer Leadership Academy; and others as deemed appropriate by the department faculty.

**LEAD 582 SURVEY RESEARCH METHODS (3)**

This course will prepare students to design, implement and then analyze the results of different types of surveys. Topics to be covered include the analytics of survey research design, data collection and survey research analysis including the techniques of correlation and factor analysis, which will be used together to analyze the results of several large-scale surveys.

**LEAD 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.

**LEAD 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, personnel policies and procedures, creating parent partnerships and organizing the school to ensure parent/community support.

**LEAD 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.

**LEAD 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.

**LEAD 594 STUDENT AFFAIRS GRADUATE ASSISTANT SEMINAR (1.5)**

In this course students work together with faculty and student affairs practitioners to integrate the theory and knowledge base of the program course work with the experiential learning of the student's internship in Student Affairs. This course supports the student's individual development plan by asking them to analyze current events and issues in their work place and connect them to the broader higher education community. An emphasis on topics and skills related to professional culture, action-inquiry, organizational dynamics, developmental theory and diversity and inclusion will be made throughout the course. The application of student learning will be demonstrated through students' ongoing individual electronic-portfolio development.

**LEAD 595 THESIS SUPERVISION (1-3)**

Students engaged in the research and writing of a thesis may register for 1-3 units of this course per semester during

that process. Students should enroll with their thesis advisor only. This course can be counted towards electives in the area of specialization requirement and is a Pass/Fail course.

**LEAD 597P PRACTICUM IN SCHOOL ADMINISTRATION I (1, 2)**

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.

**LEAD 598 LEADERSHIP INTERNSHIP MA (3/3)**

Field placement for MA in Leadership Studies students in a new organizational role not previously mastered, under the guidance of an effective leader in their field and supervised by a USD faculty member.

**LEAD 598P PRACTICUM IN SCHOOL ADMINISTRATION II (1, 2)**

This intensive field-based residency experience integrates the theory and knowledge of the program coursework with the experiential learning through practice. The practicum supports the development of candidates' knowledge, skills and dispositions through practical experience with instructional leadership, operational management and work with community stakeholders. Placements will be selected to ensure a learning environment that supports candidate learning in the critical areas of site leadership. When candidates have completed the second practicum and completed the coursework they will present their culminating portfolio and educational platform to a group of critical friends.

**LEAD 599 INDEPENDENT STUDY (1-3)**

Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signatures of the faculty supervisor, Department Chair and the Associate Dean prior to registering for the course.

**LEAD 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.

**LEAD 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.

**LEAD 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 focusing on (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.

**LEAD 603 ETHICS AND LEADERSHIP (3)**

This is an applied ethics course that focuses on moral decision making by leaders and followers as they attempt to live with integrity as responsible individuals, members of society and citizens of the world. It provides students with a foundation in selected ethical theories, skills and tools for moral development using case studies, reflection and extensive discourse about leadership and ethics.

**LEAD 604 POLICY-MAKING PROCESSES (3)**

This course allows students to explore different models of making and implementing policies in complex public and private organizations. 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.

**LEAD 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.

**LEAD 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. 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: LEAD 602

**LEAD 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.

**LEAD 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.

**LEAD 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.

**LEAD 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.

**LEAD 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: LEAD 608.

**LEAD 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: LEAD 607.



**LEAD 620 THE LAW AND POLITICS OF EDUCATIONAL POLICY DEVELOPMENT (3)**

This course introduces an equal number of graduate education students and upper division law students to the complexities inherent in the development of education policy at the state and local levels. In addition to interacting with guest speakers during seminar sessions on campus, students travel to the Bay Area to meet with key researchers and commentators at Stanford University and at the UC-Berkeley School of Law and with union leaders at the California Teachers Association in Burlingame. Later, students travel to Sacramento to interact with key elected and appointed state policymakers. Field trip travel expenses are paid through a grant. Each student writes a research paper on a topic of the student's choice related to educational policy development and delivers a presentation based on it to the seminar.

**LEAD 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.

**LEAD 698 LEADERSHIP INTERNSHIP DOC (3)**

Field placement for doctoral students in a new organizational role not previously mastered, under the guidance of an effective leader in their field and supervised by a USD faculty member.

**LEAD 699 INDEPENDENT STUDY (1-3)**

Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signatures of the faculty supervisor, Department Chair and the Associate Dean prior to registering for the course.

## Department of Learning and Teaching

### Master's Degree Programs

Master's degree programs in the Department of Learning and Teaching candidate outcomes are designed in congruence with the School of Leadership and Education Sciences' A.C.E. conceptual framework, in which "A" represents "Academic Excellence, Critical Inquiry and Reflection," "C" stands for "Community and Service," and "E" represents "Ethics, Values and Diversity." Initial programs are offered concurrently with teaching credential programs and include teaching experience. These include Master of Education in Curriculum and Instruction-Master's Credential Cohort, the Master of Special Education

Master's Credential Cohort and all undergraduate and graduate standalone credential programs. Advanced degree programs include the Master of Education in Curriculum and Instruction, Montessori Specialization, the Master of Education in TESOL-Literacy and Culture. The department also offers a fully Online Master of Education degree with specializations in Curriculum Instruction, Science, Technology, Engineering, Arts and Math (STEAM), 21st Century Literacies and Universal Design for Learning (UDL) and Inclusive Education.

The Master of Arts in Teaching degree is an initial program that is open to candidates with and without teaching experience and credentials. The department, in collaboration with the College of Arts and Sciences, offers the Master of Arts in Teaching degree that combines academic content area study with advanced coursework in education. The Master of Arts in Teaching degree is offered in History/Social Science.

Grades of B- 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.

### MEd in Curriculum and Instruction

The Master of Education in Curriculum and Instruction 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 and a 13-unit certificate in Peace Education in a Global Context are available as elective options. (See Certificate Programs on page 141.)

#### Program of Study (30 units)

##### I. Foundations of Education (12)

EDUC 500 Research Design and Methodology (3)  
EDUC 510 Cognition and Learning (3) OR

- EDUC 513 Human Development (3)
- EDUC 597 The Struggle for Educational Equity (3)
- EDUC 580 Master's Capstone Seminar (3)

**II. Core Courses in Curriculum and Instruction Specialization (12 units)**

Candidates are required to take the following four courses for a total of 12 units.

- EDUC 535 Curriculum Design and Evaluation (3)
- EDUC 536 Curricular Innovations (3)

Take one of the following three courses:

- EDUC 517 Multiple Literacies (3)
- EDUC 518 Teaching Writing Across the Curriculum (3)
- EDUC 519 Literature for Children and Adolescents (3)

Take one of the following two courses:

- EDUC 559 Teaching with Technology in Diverse Communities (3)
- EDUC 578 Learning and Technology (3)

**III. Electives (6 units)**

Consult with your advisor for course selection

- EDUC 537 Adolescent and Children's Literature and GLBTG Communities (3)
- EDUC 553 Curriculum and Programs in Character Education (3)

- EDUC 554 Character-based Classroom Management (3)
- EDUC 555 Leadership in Character Education (1-3)
- EDUC 556 Instructional Strategies in Character Education (3) Fall semesters

Other courses by permission of advisor.

**MEd In Curriculum and Instruction-Specialization in Montessori Education**

In partnership with the Montessori Institute of San Diego, is designed for educators interested in becoming Montessori trained and earning an Association Montessori Internationale (AMI) diploma, or for those interested in increasing their pedagogical understanding of the principles behind Montessori education. The program includes observation and fieldwork in homes and AMI infant, toddler and primary classroom settings. Coursework includes a focus on parent and community education, as well as the design, implementation, analysis and publication of original research on the effectiveness of different pedagogical practices in Montessori classrooms.

**Prerequisite Requirements**

**Academic Requirements**

- GPA of 2.75 in undergraduate and graduate coursework
- Personal interview and written essay

**Additional Requirements for Admission**

**Master's Programs in the Department of Learning and Teaching**

See page 22 for basic admission requirements.  
See page 141 for credential requirements.

Entrance Semesters	Summer, Fall or Spring
Application Deadlines	Summer: February 1 (early)   May 1 (final) Fall: February 1 (early)   June 1 (final) Spring: October 1 (early*)   December 1 (final)
Minimum Grade Point Average	2.75 (4.0 scale) in all undergraduate coursework
Required Licenses/Credentials	Applicants to the Master of Education in Curriculum and Instruction with no credential or AMI certification included in the course of study, or the Master of Arts in Teaching, must have at least three years of full time teaching experience.
Additional Requirements	Resume Statement of Purpose Three letters of recommendation  Interview for applicants who meet the preliminary selection criteria is required

\*International Applicants Deadline

- Three letters of recommendation (2 academic)
- TOEFL ([www.ets.org/toefl](http://www.ets.org/toefl)) required for prospective students for whom English is a second language

#### Prerequisite for international students

EDU 558XB First and Second Language Development and Structure for the Classroom Teacher (3 CEUs)

## MEd in Curriculum and Instruction, Specialization in Montessori Education Coursework

### Montessori Foundations (3 units)

EDTE 500 Foundations of the Montessori System of Education (3)

### Montessori Specialization and Methods (9 units)

EDTE 505 Human Relations and Self Awareness among Young Children (2)

EDTE 507 Perceptual-Motor Development (2)

EDTE 510 Language Arts/Reading Curriculum and Instruction (2)

EDTE 511 Mathematics and Science Curriculum and Instruction (3)

### Curriculum & Instruction Psychological Foundations (3 units)

EDUC 510 Cognition and Learning (3) OR

EDUC 513 Human Development (3)

### Curriculum & Instruction Social Foundations (3 units)

EDUC 529\* Literacy, Language and Culture (3) OR

EDUC 597 The Struggle for Educational Equity (3)

### Curriculum & Instruction Research (6)

EDUC 500 Research Design and Methodology (3)

EDUC 580 Master's Capstone Seminar (3)

### Montessori Field Experience (3)

EDTE 506 Field Experience (Observation and Teaching Practice) (3)

Elective (3)

In consultation with their academic advisor, students select three units of electives in Learning and Teaching, Special Education and/or Leadership Studies.

## Master's Credential Cohort (MCC) Program: Combined MEd and Multiple, Single Subject or Preliminary Education Specialist Teaching Credential

The Master's Credential Cohort Program is designed to prepare effective elementary, middle and high school educators. The program emphasizes the connection between theory and practice, weaving together university-based coursework and thoughtfully designed field experiences. Candidates in the program develop the knowledge, skills and strategies needed to flourish in their own classrooms, as well as the critical habits of mind and reflective practice that will allow them to grow as educators throughout their careers. Faculty and students in the program are committed to teaching for social justice and promoting educational excellence and equity in all school settings. At the conclusion of the program, successful candidates will have earned a Master's of Education in Curriculum and Instruction and either a Multiple or Single Subject Teaching Credential or a Master's in Special Education with a Preliminary Education Specialist Teaching Credential. Please see page 154 for program requirements for the MCC: Special Education Program.

### Additional Requirements for Admission

## Montessori Education Program

See page 22 for basic admission requirements.

See page 141 for credential requirements.

Entrance Semesters	Fall
Application Deadlines	February 1 (early)   June 1 (final)
Minimum Grade Point Average	2.75 (4.0 scale) in all undergraduate coursework
Additional Requirements	Resume
	Statement of Purpose
	Three letters of recommendation
	Interview for applicants who meet the preliminary selection criteria is required

### Program of Study - One Year (42-45 Units + 3 CEUs)

#### Summer I (9 units)

- EDU 558XB First and Second Language Development and Structure for the Classroom Teacher (3 CEUs)
- EDUC 581C Multicultural and Philosophical Foundations in a Global Society (3)
- EDUC 582 Psychological Foundations of Education in a Diverse Society (3)

#### Fall (14-17 units)

- EDUC 585P Elementary Curriculum and Methods for Global Classrooms (6) OR
- EDUC 532P Curriculum and Methods of Teaching in Today's Global Secondary Classrooms (3)
- EDUC 583P Methods of Teaching Reading & Language Arts in Elementary (3) OR
- EDUC 534P Methods of Teaching Literacy in Secondary Schools in a Global Society (3)
- EDUC 584C Methods of Teaching English Language and Academic Development in Crosscultural Contexts (3)
- EDUC 551 MCC Student Teaching I (2)
- EDUC 567 MCC Student Teaching Seminar (3)

#### Intersession (3 units)

- EDSP 589 Healthy Environments and Inclusive Education in a Global Society (3)

#### Spring (12 units)

- EDUC 535 Curriculum Design and Evaluation (3)
- EDUC 557 Action Research for MCC Candidates I (3)
- EDUC 552 MCC Student Teaching II (6)

#### Summer II (7 units)

- EDUC 510 Cognition and Learning (3)
- EDUC 558 Action Research for MCC Candidates II (1)
- Elective: Choose three units of Electives with Advisor Approval

### Program of Study - Two Year (42-45 Units + 3 CEUs)

#### Fall I (12-15 units)

- EDU 558XB First and Second Language Development and Structure for the Classroom Teacher (3 CEUs)
- EDUC 532P Curriculum and Methods of Teaching in Today's Global Secondary Classrooms (3) OR
- EDUC 585P Elementary Curriculum and Methods for Global Classrooms (6)
- EDUC 581C Multicultural and Philosophical Foundations in a Global Society (3)
- EDUC 582 Psychological Foundations of Education in a Diverse Society (3)

#### Spring I (14 units)

- EDUC 534P Methods of Teaching Literacy in Secondary Schools in a Global Society (3) OR

## Additional Requirements for Admission Master's Credential Cohort Program

See page 22 for basic admission requirements.

See page 141 for credential requirements.

Entrance semesters	Applicants to the one-year program may start in Summer only. Applicants to the two-year program may start in Fall only
Application Deadlines	Summer: February 1 (early)   May 1 (final) Fall: February 1 (early)   June 1 (final)
Minimum Grade Point Average	2.75 (4.0 scale) in all undergraduate coursework
Standardized Admission Test	CBEST (California Basic Educational Skills Test) CSET (California Subject Examination for Teachers) Passing score on both the CBEST and CSET exams.
Additional Requirements	Resume Statement of Purpose Three letters of recommendation  Interview for applicants who meet the preliminary selection criteria is required

- EDUC 583P Methods of Teaching Reading & Language Arts in Elementary (3)
- EDUC 584C Methods of Teaching English Language and Academic Development in Crosscultural Contexts (3)
- EDSP 589 Healthy Environments and Inclusive Education in a Global Society (3)
- EDUC 567 MCC Student Teaching Seminar (3)
- EDUC 551 MCC Student Teaching I (2)

#### Fall II (9 units)

- EDUC 552 MCC Student Teaching II (6)
- EDUC 557 Action Research for MCC Candidates I (3)

#### Spring II (10 units)

- EDUC 510 Cognition and Learning (3) OR
- EDUC 511 Educational Reform (3) OR
- EDUC 597 The Struggles of Educational Equality (3)
- EDUC 535 Curriculum Design and Evaluation (3)
- EDUC 558 Action Research for MCC Candidates II (1)
- EDUC 5XX Elective: Choose three units of Electives with Advisor Approval (3)

### MEd Online - (Pending WASC Approval)

USD's Master's of Education degree program delivered in an online modality is designed for experienced educators interested in advancing their knowledge and practice through the integration of innovative pedagogies and inclusive and equitable instructional design. The program offers specializations in Science, Technology, Engineering, Arts and Mathematics (STEAM), Universal Design for Learning (UDL) and Inclusive Education, 21st Century Literacy and Curriculum and Instruction. In addition to their specialization coursework, all students in the program will take a series of rigorous core courses in educational research methods, social justice and educational equity and cognition and learning. The program culminates in a capstone seminar in which all candidates complete a classroom-focused action research project.

#### Core Courses Required

- EDUC 520 Social Justice and Educational Equity (3)
- EDUC 521 Cognition and Learning (3)
- EDUC 522 Educational Research Methodology (3)
- EDUC 523 Qualitative Methods in Educational Research (3)
- EDUC 550 Capstone Seminar (3)

### Specialization Courses

Candidates in the MEd online program may choose between four specialization areas – Science, Technology, Engineering, Arts and Mathematics (STEAM), Universal Design for Learning (UDL) and Inclusive Education, 21st Century Literacy and Curriculum and Instruction. Each of these specialization areas requires five specialization courses as listed below. Alternatively, candidates who want to pursue a more individualized program may self-select five courses from across the specialization areas and earn a MEd degree with a specialization in Curriculum and Instruction.

#### Science, Technology, Engineering, Arts and Mathematics (STEAM):

- EDUC 507 Creativity and Innovation in STEAM (3)
- EDUC 508 Artistic Modeling and Representation in Science & Math Education (3)
- EDUC 509 Engineering Design Process in Math and Science Education (3)
- EDUC 527 Communication, Technology & Curriculum Design (3)
- EDUC 528 STEAM and Special Student Populations (3)

#### 21st Century Literacies:

- EDUC 561 Critical Media Literacy in the Classroom (3)
- EDUC 562 Teaching Digital Readers (3)
- EDUC 563 Youth and Digital Media (3)
- EDUC 565 Teaching Digital Writers (3)
- EDUC 566 Participatory Learning in 21st Century Classrooms (3)

#### Universal Design for Learning and Inclusive Education:

- EDUC 533 Designing Learning Environments for All (3)
- EDUC 538 Identifying and Responding to the Needs of Diverse Learners (3)
- EDUC 586 Teaching Students on the Autism Spectrum (3)
- EDUC 587 Co-Teaching: Collaborating in an Inclusive Environment (3)
- EDUC 588 Disability in Education Policy and Law (3)

NOTE: Courses required for the MEd Online program may only be completed by students enrolled in the online program

### MEd in TESOL, Literacy and Culture

The Department of Learning and Teaching offers a Teaching English to Speakers of Other Languages (TESOL), Literacy and Culture Program to assist professionals in the field of education to develop a scholarly and practical approach to literacy and second language instruction. We strive to

prepare reflective practitioners who can successfully engage and ensure the academic success of students from diverse cultural, linguistic and socioeconomic backgrounds. The TESOL, Literacy and Culture Program goals are for candidates 1) to have a critical understanding of theory and practice, 2) to understand the development and implementation of research-based and culturally responsive teaching practices, including closing the achievement gap and systems that perpetuate educational inequity and 3) to provide the opportunities for their development as change agents and teacher-scholars at local, national and/or international levels.

### Program of Study (30 units)

#### I. USD Foundations Courses (12 units)

- EDUC 500 Research Design and Methodology (3)
- EDUC 510 Cognition and Learning (3) OR
- EDUC 513 Human Development (3)
- EDUC 529\* Literacy, Language and Culture (3) OR
- EDUC 597 The Struggle for Educational Equity (3)
- EDUC 580 Master's Capstone Seminar (3) OR
- EDUC 595 Thesis (3)

#### II. Core TESOL Courses (15 units)

- EDUC 540\* Introduction to Language and Linguistic Analysis (3)
- EDUC 541\* Second Language Acquisition & Development (3)
- EDUC 543C\* Methods for Teaching English to Speakers of Other Languages (6)
- EDUC 549F Practicum in TESOL (3)

#### III. Elective Courses (3 units)

Choose one of the following courses or others with approval of advisor, three units.

- 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 537 Adolescent and Children's Literature and GLBTG Communities (3)
- EDUC 545 Language Politics, Policies and Education (3)
- EDUC 546 Teaching English as a Foreign Language (3)
- EDUC 547 Development and Evaluation of TESOL Programs (3)
- EDUC 548 Special Topics in ESL (3)
- EDUC 564 Cross-Cultural Communication (3)

\* Courses required to earn a TESOL certificate.

Candidates may transfer up to 6 units of Graduate coursework with advisor approval.

## Master of Arts in Teaching (MAT)

The Masters of Arts in Teaching (MAT) degree is a graduate program with a specialization in History/Social Sciences designed for educators interested in increasing both their pedagogical understanding and their content knowledge in history and the social sciences. It is appropriate for middle and high school teachers, teacher leaders, curriculum specialists and content administrators as well as those interested in focusing on history education at the elementary level, within the community college, or at museums and cultural institutions. A balanced program of advanced courses is provided in the College of Arts and Sciences and in the School of Leadership and Education Sciences (SOLES). Students who are currently pursuing their teaching credential at SOLES can apply six units of credential coursework credit toward the MAT degree.

### Program of Study (30 units)

#### I. Foundations of Education (9)

- EDUC 500 Research Design and Methodology (3)
- EDUC 510 Cognition and Learning (3) OR
- EDUC 513 Human Development (3)
- EDUC 580 Master's Capstone Seminar (3) OR
- EDUC 595 Thesis (3)

#### II. Education Electives (6)

Six units in School of Leadership and Education Sciences or approved by advisor if not from the following list:

- EDUC 504 International and Comparative Education (3)
- EDUC 511 Educational Reform (3)
- EDUC 535 Curriculum Design and Evaluation (3)
- EDUC 536 Curricular Innovations (3)
- EDUC 597 The Struggle for Educational Equity (3)

#### III. Required Courses in History (6)

Candidates must take two of the three courses below for a total of 6 units.

- HIST 500 Core Seminar (3)
- EDUC 502 History Teaching Seminar (3) OR
- HIST 502 Public History Seminar (3)

#### IV. Electives in History/Social Science (9)

Nine units of graduate history or social sciences courses approved by advisor from the College of Arts and Sciences. Candidates take 9 units chosen from the following departments: history, political science and international relations, anthropology, sociology and psychology. Courses from other social science departments may be taken with permission.

## Notes:

1. MAT students may not take HIST 595–Thesis
2. Not more than six units of upper-division undergraduate courses may be used in this program. Courses for this program may not duplicate coursework taken previously in undergraduate programs.

## Professional Teacher Preparation

The Department of Learning and Teaching offers initial and advanced preparation programs for teachers of students in grade levels from kindergarten through high school, as well as adults. The Multiple Subject credential program is an initial program designed for candidates who wish to teach in elementary school settings. The Single Subject program is for those who wish to teach in secondary school settings. Candidates interested in careers in special education enroll in the Preliminary Educational Specialist credential program with Mild/Moderate Authorization. The Master of Education degree in Special Education may be earned in conjunction with the Preliminary Education Specialist credential with one additional research course. Candidates who wish to teach English to adult speakers of other languages may enroll in the TESOL certificate program.

## Credential Programs

The Department of Learning and Teaching offers several credential programs to prepare teacher candidates for the 12th grade level and below: the Multiple Subject credential, the Single Subject credential and the Education Specialist credential. 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 appropriate for special education settings in grades K-12 and adults to 22.

## Multiple Subject Credential

The Multiple Subject program is designed for those interested in teaching in elementary grades. Completion of an approved California state Liberal Studies undergraduate program is helpful preparation for the Multiple Subject credential, but is not required. To demonstrate subject matter competence, all candidates for the Multiple Subject credential are required to pass the California Subject Examination for Teachers (CSET: Multiple Subjects) prior to student teaching. Some applicants may be required to submit a passing score on this test prior to being admitted to the credential program. All candidates for the credential must submit either a passing score on the California Basic Educational Skills Test (CBEST) or CSET: Writing Skills

Assessment prior to admittance to the program, or evidence of having registered for taking the basic skills exam at its next offering.

## Requirements for the Multiple Subject Credential

I. Courses (3-unit prerequisite, plus 30 units)

### Required Prerequisite

EDU 558XB First and Second Language Development and Structure for the Classroom Teacher (3 CEUs) Available online through the USD Division of Continuing Education.

### Required Courses

- EDSP 589 Healthy Environments and Inclusive Education in a Global Society (3)  
EDUC 581C Multicultural and Philosophical Foundations of Education in a Global Society (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 & Language Arts in Elementary (3)  
Field Requirement: 50 hour practicum

EDUC 584C Methods of Teaching English Language and Academic Development in Crosscultural Contexts (3)  
Field Requirement: 20 hours service learning

EDUC 585P Elementary Curriculum Methods for Global Classrooms (6)  
Field Requirement: 50 hour practicum

EDUC 590S Student Teaching Seminar for the Multiple Subject Credential (3)\*

EDUC 590P Student Teaching for the Multiple Subject Credential (9)\*

\* EDUC 590S must be taken concurrently with EDUC 590P.

### Additional Requirements

Passing score on the following exams: CBEST or CSET: Writing Skills Assessment, CSET: Multiple Subjects, RICA. The CBEST or CSET: Writing Skills Assessment and CSET exams must be passed prior to student teaching;

- U.S. Constitution requirement;
- Fitness to Teach: Admission to the credential program does not guarantee the opportunity to student teach. Placement is based upon assessment of candidates' knowledge, skills and dispositions in coursework and fieldwork. In addition, all candidates must be cleared through the CTC certificate of clearance; and,

- Grades of B- or better are required in all courses, including student teaching;
- CPR certification infant, child and adult.

## Single Subject Credential

The Single Subject credential is designed to prepare candidates to teach subjects in a departmentalized situation typically found in middle and high schools. To demonstrate subject matter competency, candidates must meet the academic requirements of a USD-approved subject matter program, or pass the appropriate CSET examination in the subject field in which they wish to teach. The CSET exam must be passed prior to student teaching. Some applicants may be required to submit scores on the CSET exam prior to being admitted into the credential program. USD currently has one CCTC approved subject matter program in the area of Mathematics.

### Requirements for the Single Subject Credential

I. Courses (3 unit prerequisite, plus 27 units)

#### Required Prerequisite

EDU 558XB First and Second Language Development and Structure for the Classroom Teacher (3 CEUs)

Available online through the USD Division of Continuing Education.

#### Required Courses

EDSP 589 Healthy Environments and Inclusive Education in a Global Society (3)

EDUC 532P Curriculum and Methods of Teaching in Today's Global Secondary Classrooms (3)

Field Requirement: 50 hour practicum

EDUC 534P Methods of Teaching Literacy in Secondary Schools in a Global Society (3)

Field Requirement: 50 hour practicum

EDUC 581C Multicultural and Philosophical Foundations of Education in a Global Society (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 in Crosscultural Contexts (3)

Field Requirement: 20 hours service learning

EDUC 591S Student Teaching Seminar for the Single Subject Credential (3)\*

EDUC 591P Student Teaching for the Single Subject Credential (9)\*

\*EDUC 591S must be taken concurrently with EDUC 591P

### Additional Requirements

Passing score on the following exams: CBEST, CSET or successful completion of a CCTC-approved subject matter program prior to student teaching;

### United States Constitution requirement;

Fitness to Teach: Admission to the credential program does not guarantee the opportunity to student teach. Placement is based upon assessment of candidates' knowledge, skills and dispositions in coursework and fieldwork. In addition, all candidates must be cleared through the CTC certificate of clearance;

- Grades of B- or better are required in all courses and student teaching; and,
- CPR certification infant, child and adult

## Certificate Programs

### Peace and Global Education Certificate Program

This program is a collaboration between the School of Leadership and Education Sciences and the Joan B. Kroc School of Peace Studies. The Peace and Global Education Certificate is comprised of 13 units of graduate level coursework.

#### Required Core Courses (7 units)

EDUC 589 Peace Education in a Global Context (3)

PJS 550 Analysis and Resolution of Violent Conflict (3)

EDUC 506 Global Peace Education Capstone (1)

Electives (6 units total: three units from EDUC or LEAD and three units from PJS)

EDUC 504 International and Comparative Education (3)

EDUC 5XX SOLES Global International Course (3) (see SOLES Global for current offerings)

EDUC 599 Independent Study (1-3)

LEAD 585 Leadership for Change (3)

PJS 563 Nonviolence and Peace Education (3)

PJS 574 Civil Society, Peacebuilding and Development (3)

PJS 582 Transitional Justice and Responding to Mass Atrocities (3)

PJS 588 Human Rights Advocacy (3)

PJS 594 Interpersonal and Small Group Conflict Resolution (1)

PJS 594 Spirituality and Peacebuilding (1)

PJS 594 Deliberative Dialogue (1)

PJS 599 Independent Study (1-3)

Other elective courses related to peace and global education may be substituted with permission of advisor.

All required classes will be accessible globally through the use of technology.



The capstone is an applied project of modest scope for example, conducting a facilitation, mediation, or lesson. Faculty in both schools will collaborate on developing a rubric for evaluation of the capstone.

Non-matriculated students may enroll in the program through Continuing Education.

### Specialist Certificate 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 four courses as electives in their current programs. It also enables SOLES graduate students who complete three of the four 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 usually be completed in one academic year. A graduate certificate in character development will improve candidate's knowledge and skills in helping students develop the habits of good character and is an important addition to a candidate's resume.

#### Course Requirements

(Three of these four courses for a total of nine units are needed to earn the certificate)

EDUC 553 Curriculum and Programs in Character Education (3)

EDUC 554 Character-based Classroom Management (3)

EDUC 555 Leadership in Character Education (1-3)

EDUC 556 Instructional Strategies in Character Education (3)

### Teaching English to Speakers of Other Languages (TESOL) Certificate

The Certificate in Teaching English to Speakers of Other Languages (TESOL) is comprised of 12 units of graduate level coursework designed to provide candidates with the knowledge, skills and dispositions needed to effectively teach English to English Language Learners.

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 that distinguish this certificate from other certificate programs are: one unit of practicum experience that candidates receive will be in various educational, public, private and community settings where English is taught and two units of a three-unit course will provide an international context

## Additional Requirements for Admission

### Credential Programs in the Department of Learning and Teaching

See page 22 for basic admission requirements.

Entrance Semesters	Summer, Fall or Spring
Application Deadlines	Summer: February 1 (early)   May 1 (final) Fall: February 1 (early)   June 1 (final) Spring: October 1 (early*)   December 1 (final)
Minimum Grade Point Average	2.75 (4.0 scale) in all undergraduate coursework.
Standardized Admission Test	CBEST (California Best Educational Skills Test) CSET (California Subject Examination for Teachers) Passing scores on both the CBEST and CSET exams.
Additional Requirements	Resume Statement of Purpose Three letters of recommendation Interview for applicants who meet the preliminary selection criteria is required

and experience where candidates will learn about language, culture, education and traditions of a nation other than their own through international travel.

As a result of earning a TESOL certificate, graduates will have the expertise to be employed in various education settings as English as a Second Language (ESL) instructors in language institutes, in private and public international schools, businesses, nonprofit agencies and community agencies. A TOEFL score of 83 (Internet based) is required for admission of international students. National and international candidates seeking the TESOL certificate will need to meet the regular graduate admissions criteria for the corresponding master's degree in TESOL, Literacy and Culture with the TESOL certificate option.

### Program of Study

- EDUC 529 Literacy, Language and Culture (3)
- EDUC 540 Introduction to Nature of Language and Linguistics (3)
- EDUC 541 Second Language Acquisition and Development (3)
- EDUC 543C Methods for Teaching English to Speakers of Other Languages (6)

### Courses

#### EDTE 500 FOUNDATIONS OF THE MONTESSORI SYSTEM OF EDUCATION (PHILOSOPHY AND METHOD) (3)

This course is designed to provide students with the insight of the underlying theories guiding Montessori Education, which will allow them to work with children and their families from birth to six years. Focus will be on understanding child psychology and child development from a Montessori perspective and new research. There will be an emphasis on early childhood education as candidates learn to understand the physical and psychological characteristics of the developing child, the importance of education from birth, how to establish collaborative parent-professional relationships and development of programs in accordance with the theories of Maria Montessori and the principles of the Montessori Method. Particular emphasis is given to children from birth to six years old.

#### EDTE 505 HUMAN RELATIONS AND SELF AWARENESS AMONG YOUNG CHILDREN (2)

This course will show the student the group of exercises known in Montessori education as: the "Practical Life Exercises" and their function in the development of the child. Focus will be on understanding how interest, attention, concentration and independence are fostered by these exercises which are vital for the child's development, in relation to the environment in which he works and the

society in which he lives. Emphasis will be on Montessori's technique for introducing a child to activities that will foster concentration, a cornerstone of development and a precursor for later exercises and activities that invite the child to practice social etiquette.

#### EDTE 506 FIELD EXPERIENCE (OBSERVATION AND TEACHING PRACTICE) (3)

This course will enable the students to witness the different stages of child development in action by observing newborns, mother and child relationships, home environment, community environment, preschool teachers and child care providers in a classroom setting. By observing the child from birth to three years, the student will understand the needs of the child and respond to them appropriately; by observing qualified Montessori teachers working with a group of children from 3- to 6-years, the student will see the manner in which developmental needs of the child are met by the Montessori environment. Students will experience observation as a tool for helping parents and for future teaching.

#### EDTE 507 PERCEPTUAL-MOTOR DEVELOPMENT (2)

This course will demonstrate developmental visual, tactile and auditory aids for children from birth to 5 months; for 5 to 12 months and from 12 to 36 months. For the age of 3 to 6 years, the course will show the student the group of exercises known in Montessori education as: the Exercises for the Education of the Senses; which are designed in a manner that the child is able to classify his/her sensory impressions. Focus will be on the child's ability to explore the world intelligently and imaginatively through the use of the senses from birth to six years.

#### EDTE 510 LANGUAGE ARTS/READING CURRICULUM AND INSTRUCTION (3)

This course will provide students the appropriate skills required to support and enrich a child during their formative years of language acquisition. Students will gain a deeper understanding of the Montessori theory and philosophy by which the materials and exercises were created. Emphasis is on spoken and written language, which includes self-expression, vocabulary, story-telling, composition, literature, geography and cultural diversity of people and places. It will also cover the functional aspect of grammar, syntax and reading comprehension.

#### EDTE 511 MATHEMATICS AND SCIENCE CURRICULUM AND INSTRUCTION (3)

This course will enable students to comprehend the philosophy of basic mathematic principles and the ideology by which the Montessori materials were designed. It will focus on the exercises of mathematics and science that give

sensorial foundations for counting, arithmetic, geometry, algebra and fractions. It will also demonstrate the sensorial experiences for biological and physical science materials appropriate for young children. The course will bring into light the concept of "the mathematical mind" as Montessori described it and its spontaneous development in human beings, based on her observations in the child from ages 2 ½ to 6 years.

**EDTE 579 SOLES EXPERIMENTAL TOPICS COURSE**

This course number is used by SOLES for experimental topics courses. The title and content of each 579 course will vary by topic and program/department. If more than one 579 course is offered during a single semester, section numbers will allow for identification of the course.

**EDTE 599 INDEPENDENT STUDY (1-3)**

Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signatures of the faculty supervisor, Department Chair and the Associate Dean prior to registering for the course.

**EDUC 500 RESEARCH DESIGN AND METHODOLOGY (3)**

This course is an introduction to research methods with an emphasis on methods of reflective, practitioner-directed inquiry. The course includes a focus on action research aimed at improvement of professional practice in leadership, teaching and counseling. The course also surveys quantitative methods and logic in the social sciences to prepare professionals to access and critically consume traditional research findings to support and extend their own inquiries. The political implications of traditional and practitioner driven research models are discussed.

**EDUC 501 FAMILY, SCHOOL AND COMMUNITY**

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 502 HISTORY TEACHING SEMINAR (3)**

This course is designed for students interested in teaching history at the secondary or community college level. The course will support students in developing their philosophy of teaching and learning in history and the social sciences through readings, observations and response. Theories of curriculum design and research in instructional delivery will be addressed. History education pedagogies will be demonstrated and applied.

**EDUC 504 INTERNATIONAL AND COMPARATIVE EDUCATION (3)**

This course provides an overview of major concepts, methods and current debates in international and comparative education. Among the issues discussed will be gender, race, class, language, socio-political and economic structures and their relationship to the schooling process. Particular attention will be placed on the development of the field and to the styles of social analysis, which may be applied to comparative and crossnational studies in education, such as the exploration of the relationship between education, culture and society in a global context. The course emphasizes comparative policy studies in education, including studies on globalization and policy borrowing/lending. Each time the course is offered it will address specific issues (e.g. comparative and international education in the Spanish speaking world) in international educational development as well as comparative studies that analyze teaching and learning in different national contexts

**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 (e.g. who wish to explore the dialogic and socially situated aspects of semiotic mediation). Course readings include studies informed by anthropology, linguistics, psychology and sociology and are conducted from a social constructivist perspective that views learning as participation in social contexts. Three shared course texts have been selected to provide an introduction and overview of the theories and methods of discourse analysis. Additionally, students will have the opportunity to choose to participate in one of two inquiry groups.

**EDUC 506 GLOBAL PEACE EDUCATION CAPSTONE (1)**

Under faculty supervision students plan and carry out a peace education project of modest scope. Projects may include curriculum development and/or teaching, volunteer work in an organization working for peace, or research on an applied peace education topic.

**EDUC 507 CREATIVITY AND INNOVATION IN STEAM (3)**

Examination of points of convergence and divergence in the creative processes of artists, scientists, mathematicians and engineers. Candidates will develop a strong foundation of theoretical and applied STEAM knowledge, practical guidance in the development their own unique STEAM toolkits and opportunities to experience and experiment with STEAM learning in their classrooms.

**EDUC 508 ARTISTIC MODELING AND REPRESENTATION IN SCIENCE & MATH EDUCATION (3)**

An exploration of educational strategies and classroom approaches that leverage the multi-dimensional connections between artistic and scientific observation, inquiry and investigation to strengthen students' content knowledge, critical thinking skills and capacity for innovation.

**EDUC 509 ENGINEERING DESIGN PROCESS IN MATH AND SCIENCE EDUCATION (3)**

Investigation of the intersection between conceptual understanding and real-world application. Candidates will explore strategies for using creative representation, exhibition and project-based learning to enhance student understanding and ensure knowledge transfer.

**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)**

This course explores school reform and restructuring from the perspective of the federal, state, district, school and classroom level. Students examine topics related to leadership, pedagogy and social justice. The course includes a deep investigation into the historical and contemporary purpose(s) of education and the reasons behind the push for increased accountability and school change.

**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)**

This course is 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.

**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 SOCIAL JUSTICE AND EDUCATIONAL EQUITY (3)**  
Analysis of the development of the American educational system with a particular focus on issues of diversity, inequity, conflict and social justice within a school context. Historical case studies, contemporary policies and practices and international comparisons compel consideration of the social construction of education.

**EDUC 521 COGNITION AND LEARNING (3)**  
Exploration of key cognitive studies on human cognition and learning. Students critically discuss research and contemporary debates on cognitive processes, learning, memory, reasoning, problem-solving, developmental mechanism, cognitive styles, motivation and the socio-cultural foundations of learning with an emphasis on the implications for educators and educational researchers.

**EDUC 522 EDUCATIONAL RESEARCH METHODOLOGY (3)**  
Introduction of the major educational research methods and paradigms with an emphasis on reflective, practitioner-directed inquiry. The course encompasses quantitative methods, qualitative methods, mixed methods and action research frameworks.

Particular emphasis is placed on action research as a reflective and collaborate inquiry for improving educational practices.

**EDUC 523 QUALITATIVE METHODS IN EDUCATIONAL RESEARCH (3)**  
Applied exploration of qualitative research methodologies such as ethnography, grounded theory, case-study and cross-case comparisons, surveys, observations, document analyses, focus groups and interviews. Opportunity to learn and apply a variety of techniques to analyze data and interpret findings.

**EDUC 524 ADVANCED LITERACY INSTRUCTION FOR ELEMENTARY TEACHERS (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 525 ADVANCED LITERACY INSTRUCTION FOR SECONDARY TEACHERS (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 527 COMMUNICATION, TECHNOLOGY & CURRICULUM DESIGN (3)**  
Theoretical and practical exploration of instructional design principles and their application to STEAM teaching and learning. Candidates will design STEAM-based units for their classrooms and develop evaluation tools to assess students' content learning, skill development and creative processes.

**EDUC 528 STEAM AND SPECIAL STUDENT POPULATIONS (3)**  
Investigation of classroom practices that contribute to historical and contemporary inequities in learning outcomes in STEM subjects for students based on gender,

race, language and need. Exploration of how STEAM methodologies provide opportunities to increase equity and improve outcomes for all students.

**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 positioning. This course also focuses on culturally sensitive curriculum and instruction and ways in which teachers can bridge students’ and families’ cultural practices and funds of knowledge into the curriculum, as well as develop positive, two-way relationships with families.

**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 they relate to learn new languages and cultures. Candidates understand the psychology of adults learning in communities different from their own. Candidates will identify the educational challenges this population faces and their implications for personnel working with these learners.

**EDUC 532P CURRICULUM AND METHODS OF TEACHING IN TODAY'S GLOBAL SECONDARY CLASSROOMS (3)**

A general curriculum and methods course emphasizing best practices in curriculum design, assessment and instructional methodologies. Candidates practice various teaching techniques, writing objectives, lesson and unit planning, close examination of student work, classroom management and subject matter applications. A 50-hour practicum is required in a secondary school. Prerequisites:

Prior or concurrent enrollment in EDUC 581C and EDUC 582 and formal admission to the credential program.

**EDUC 533 DESIGNING LEARNING ENVIRONMENTS FOR ALL (3)**

Theoretical and practical exploration of the principles of Universal Design for Learning (UDL). Investigation of brain research into recognition networks, strategic networks and affective networks and consideration of how these networks can inform instructional design decisions.

**EDUC 534P METHODS OF TEACHING LITERACY IN SECONDARY SCHOOLS IN A GLOBAL SOCIETY (3)**

The focus will be on teaching literacy in the content areas. Students will develop a cultural lens. During the course of this semester, we will examine current issues, theories and practices in secondary literacy from local, national and global perspectives. Students will also design and deliver learning activities for diverse student populations, participating in a community of practice by supportively critiquing each other’s efforts. A 50-hour practicum is required in a secondary school. Grade level and site are appropriate to the student’s credential and must involve the teaching of reading and/or other language arts and communication skills. Prerequisites: Prior or concurrent enrollment in EDUC 581C and EDUC 582 and formal admission to the credential program.

**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.

**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 GLBTG 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 IDENTIFYING AND RESPONDING TO THE NEEDS OF DIVERSE LEARNERS (3)**

Examination of variability of ability and experience among students. Investigation and application of assessment tools and instructional design strategies that provide differentiated support for the success of all students.

**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 & TEACHING MODELS IN GLOBAL/BILINGUAL CLASSROOMS (3)**

Designed to provide a framework and strategies to develop biliterate/bicultural programs. This course examines from a global perspective the theory and practice of socio-cultural and psychological aspects of development involved in the education of children from Spanish-speaking cultures, including special needs children and their families. Issues

of peace and character education will be integrated in support of promoting world languages, cultures and people. Includes 12 hours of field experience in bilingual classrooms. Taught entirely in Spanish. Offered only in the fall semester.

**EDUC 543C METHODS FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (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 need of students at different language proficiency levels for listening, speaking, reading and writing (including grammar) of adult ESL learners. Field Experience: 40 hours (of community service learning) tutoring one-on-one, teaching small groups and teaching whole groups in English as a second language literacy program.

**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 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 PRACTICUM IN TESOL (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 CAPSTONE SEMINAR (3)**

Final course in the online MEd program sequence. The capstone seminar builds on knowledge gained in previous research and specialization courses to support candidates as they engage in an action research project appropriate to their area of specialization and responsive to the needs of their classroom.

**EDUC 551 MCC STUDENT TEACHING I (2)**

During the first student teaching semester, members of the Masters Credential Cohort will spend a minimum of two periods observing in a secondary classroom. In one of those periods the candidate will take increasing responsibility and will teach at least one unit independently.

**EDUC 552 MCC STUDENT TEACHING II (6)**

During the second student teaching semester, members of the Masters Credential Cohort will spend a minimum of three periods working in a secondary classroom with the guidance of a cooperating teacher. During two of those periods, the candidate will be expected to begin the semester teaching the class and to gradually take responsibility for planning instruction.

**EDUC 553 CURRICULUM & 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 CLASSROOM MANAGEMENT (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 policies and practices based on the school's core values and investigate ways to promote civility and citizenship (community service learning) in schools and in homes. It will also introduce candidates to several effective character-based discipline plans such as the "Raising Responsibility Plan," "Win-Win Discipline," "Second Chance," and "Discipline With Dignity."

**EDUC 555 LEADERSHIP IN CHARACTER EDUCATION (1-3)**

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 557 ACTION RESEARCH FOR MCC CANDIDATES I (3)**

EDUC 557 and 558 are a sequence of two courses focused on action research in the secondary classroom setting. EDUC 557 focuses on the nature of action research and action research methodology. Candidates will identify classroom-focused research questions, design appropriate



research projects and initiate those projects in their student teaching classrooms. EDUC 558 will treat data analysis and reporting. It will support candidates as they work to analyze data collected in their classrooms and prepare to present their research as a capstone project.

**EDUC 558 ACTION RESEARCH FOR MCC CANDIDATES II (1)**  
EDUC 557 and 558 are a sequence of two courses focused on action research in the secondary classroom setting. EDUC 557 focuses on the nature of action research and action research methodology. Candidates will identify classroom-focused research questions, design appropriate research projects and initiate those projects in their student teaching classrooms. EDUC 558 will treat data analysis and reporting. It will support candidates as they work to analyze data collected in their classrooms and prepare to present their research as a capstone project.

**EDUC 559 TEACHING WITH TECHNOLOGY IN DIVERSE COMMUNITIES (3)**

There are many cultural influences that affect learning and they are often magnified in schools. Understanding how culture shapes learning is critical in a diverse society. This course critically examines the intersection between culture and technology and the relationship between learning and technology at both a theoretical and empirical level. Specifically, the process and environments in which technology can promote learning.

**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 CRITICAL MEDIA LITERACY IN THE CLASSROOM (3)**

An examination of important new media literacy skills and their application in the K-12 classroom. Candidates will actively consider, analyze, construct and synthesize digital content while considering issues of identity, ethics and privacy.

**EDUC 562 TEACHING DIGITAL READERS (3)**

Exploration of digital texts, online comprehension skills, multimodal annotation and other new literacy practices required in digital reading environments. Candidates will investigate their own pedagogy, integrating new literacies pedagogies into their practices and closely studying the impact on student learning.

**EDUC 563 YOUTH AND DIGITAL MEDIA (3)**

Consideration of the ways in which young people leverage digital media for composing, accessing information, finding new audiences and creating communities or practice and purpose. Examination of implications of youth practices with digital media on content instruction, schooling and learning in and out of school.

**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 TEACHING DIGITAL WRITERS (3)**

Investigation of theories about how and why we write and how we teach writing in 21st century classrooms. Exploration of how these theories inform pedagogy, professional learning and research.

**EDUC 566 PARTICIPATORY LEARNING IN 21ST CENTURY CLASSROOMS (3)**

Theoretical and practical foundation to consider what it means to teach and learn within participatory networks and affinity groups. Topics explored include motivation, assessment, collaboration and creativity.

**EDUC 567 MCC STUDENT TEACHING SEMINAR (3)**

Students in the Masters Credential Cohort share, discuss and evaluate their current practice in creating positive classroom environments. Through readings, observations, reflections and sharing personal experiences, students will address current educational issues affecting school children with an emphasis on diverse populations.

**EDUC 569 ADVANCED RESEARCH SEMINAR IN MATHEMATICS, SCIENCE AND TECHNOLOGY (3)**

The Advanced Research Seminar in Mathematics, Science and Technology Education provides students with the opportunity to engage in the most current theories shaping the teaching, learning and schooling of mathematics, science and technology education. Students will read, analyze and critique research studies and explore current theoretical directions in the field.

**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 AND 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 INCLUSIVE CURRICULA FOR LEARNERS 5-22 (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 375P/575P 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 578 LEARNING AND TECHNOLOGY (3)**

Schools and educators are integrating technology in schools and curriculum. However, before implementing new technology, it is important to understand how students learn. This course examines both the context and process of learning, as well as critically analyzes the empirical evidence regarding the use of technology in promoting learning.

**EDUC 579 SOLES EXPERIMENTAL TOPICS COURSE (1-3)**

This course number is used by SOLES for experimental topics courses. The title and content of each 579 course will vary by topic and program/department. If more than one 579 course is offered during a single semester, section numbers will allow for identification of the course.

**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 IN A GLOBAL SOCIETY (3)**

This course examines philosophical, sociological and historical foundations of multicultural education. Issues related to the education of diverse learners in a global society will also be explored. The research on multicultural and multiethnic education will be evaluated in light of current school reform movements. Community service-learning is required.

**EDUC 582 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION IN A DIVERSE SOCIETY (3)**

The psycho-physical development of children through adolescence is studied, with emphasis on the developmental aspects of the psychology of learning. Includes observations of children and adolescents in school settings.

**EDUC 583P METHODS OF TEACHING READING & LANGUAGE ARTS IN ELEMENTARY (3)**

This course assists in the development of a personal theory of the reading process and a repertoire of strategies consistent with that theory. Students explore relationships

among reading, writing and the language arts. The course stresses the use of children's literature including an international children's literature and global perspective to promote reading and ways to create environments that support literacy development throughout the world. This course prepares students for the RICA exam. Prerequisite: Admission to the credential program.

**EDUC 584C METHODS OF TEACHING ENGLISH LANGUAGE AND ACADEMIC DEVELOPMENT IN CROSSCULTURAL CONTEXTS (3)**

This course aims to provide candidates with socio-cultural knowledge, pedagogical skills and dispositions to support English language learners from diverse cultures and languages. This course examines the theoretical perspectives of second language (L2) acquisition and effective practices and programs for the development of oral, reading, writing and academic language proficiency of learners in the cross-cultural classroom. Candidates implement literacy assessments and use strategies and develop lesson plans for English language development as a second language and for Specially Designed Academic Instruction in English. Course Content includes acquiring awareness about the education of minority students globally. The course includes 20 hours of community service learning. Prerequisite: Admission to the credential program.

**EDUC 585P ELEMENTARY CURRICULUM METHODS FOR GLOBAL CLASSROOMS (6)**

This course is designed to provide candidates with subject-specific pedagogical knowledge and skills in the following areas: mathematics, science, history-social science, the visual and performing arts and physical education. In each major subject area candidates learn to use appropriate instructional strategies and materials, plan and implement instruction that fosters student achievement of state-adopted academic content standards and interrelate ideas and information within and across the major subject areas. Candidates learn to assist students to develop as globally competent citizens who possess knowledge of other world regions, cultures and global issues. 50-hour practicum Prerequisite: Admission to the credential program.

**EDUC 586 TEACHING STUDENTS ON THE AUTISM SPECTRUM (3)**

Exploration of our evolving understanding of autism in the research literature, educational practice and popular imagination. Examination and application of instructional strategies for supporting autistic students in communication, organization and social interaction.

**EDUC 587 CO-TEACHING: COLLABORATING IN AN INCLUSIVE ENVIRONMENT (3)**

Examination of research, policy and practice of co-teaching and collaboration models that support general education and special education students in inclusive classrooms.

**EDUC 588 DISABILITY IN EDUCATION POLICY AND LAW (3)**

Investigation of the historical, philosophical, legal, political and sociological constructions of disability in education. Analysis of application of current law to classroom and school policies and practices.

**EDUC 589 PEACE EDUCATION IN A GLOBAL CONTEXT (3)**

Peace education is aimed at teaching the attitudes and skills necessary for peacemaking, replacing conflict with agreements based on mutually beneficial outcomes and peace building, developing institutions and relationships that support peace through a foundation of justice. This course examines the theory, pedagogy and curriculum of peace education in local and global contexts.

**EDUC 590P STUDENT TEACHING FOR THE MULTIPLE SUBJECT CREDENTIAL (9)**

Supervised student teaching assignments are in selected classrooms of participating school districts throughout San Diego County. Students work full time for 16 weeks, with their level of responsibility increasing as the semester progresses. Candidates for student teaching must file a Student Teaching Application, with evidence of fingerprint clearance, passing CBEST score and passing CSET scores (if applicable) by October for a spring semester student teaching placement and by March for a fall semester student teaching placement (contact the Field Experience Managers for the exact date each semester). In order to be admitted into student teaching, all other credential program requirements must be completed by the end of the prior semester. Go to [www.sandiego.edu/academics/soles/currstudents/policies.php](http://www.sandiego.edu/academics/soles/currstudents/policies.php) for the complete list of requirements. Students must register for EDUC 590S– Student Teaching Seminar for Multiple Subject Credential concurrent with this course.

**EDUC 590S STUDENT TEACHING SEMINAR FOR THE MULTIPLE SUBJECT CREDENTIAL (3)**

Students are required to take this 3-unit seminar concurrent with EDUC 590P– Student Teaching for the Multiple Subject Teaching Credential. Seminar meetings are mandatory and include reviews of instructional strategies and pedagogical competencies designed to support students with their student teaching experience. Specific time and date are announced each semester by the director of field experience.

#### **EDUC 591P STUDENT TEACHING FOR THE SINGLE SUBJECT CREDENTIAL (9)**

Supervised student teaching assignments are in selected classrooms of participating school districts throughout San Diego County. Students work full time for 20 weeks, with their level of responsibility increasing as the semester progresses. Candidates for student teaching must file a Student Teaching Application, with evidence of fingerprint clearance, passing CBEST score and passing CSET scores (if applicable) by October for a spring semester student teaching placement and by March for a fall semester student teaching placement (contact the Director of Field Experiences for the exact date each semester). In order to be admitted into student teaching, all other credential program requirements must be completed by the end of the prior semester. Go to [www.sandiego.edu/academics/soles/currstudents/policies.php](http://www.sandiego.edu/academics/soles/currstudents/policies.php) for the complete list of requirements. Students must register for EDUC 591S—Student Teaching Seminar for Single Subject Credential concurrent with this course.

#### **EDUC 591S STUDENT TEACHING SEMINAR FOR THE SINGLE SUBJECT CREDENTIAL (3)**

Students are required to take this 3-unit seminar concurrent with EDUC 591P—Student Teaching for the Single Subject Teaching Credential. Seminar meetings are mandatory and include reviews of instructional strategies and pedagogical competencies designed to support students with their student teaching experience. Specific time and date are announced each semester by the director of field experience.

#### **EDUC 595 THESIS (1-3)**

Students completing a master's thesis must enroll in a minimum of 3 total thesis units under the course number EDUC 595. Similar to an independent study course, the purpose of EDUC 595 is to allow students the opportunity to work closely with their thesis chair towards the completion of their thesis. Students can take a minimum of 1 and a maximum of 3 thesis units per semester. Grading for thesis units, as well as assignments and deadlines are to be set by the thesis chair and student.

#### **EDUC 597 THE STRUGGLE FOR EDUCATIONAL EQUITY (3)**

Provides graduate students an opportunity to investigate and reconsider the foundations of education on a global scale. Helps students to rethink education in a way that challenges individual deficit perspectives of educational outcomes and instead, examines the historical, legal, political, structural and cultural factors that have shaped the way schools are organized and the disparate academic achievement that results.

#### **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 designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signatures of the faculty supervisor, Department Chair and the Associate Dean prior to registering for the course.

## **Special Education Master's Degree Program and Credential**

The Special Education program offers a master's degree and the preliminary education specialist credential program with mild/moderate authorization. The program prepares candidates to work with students with disabilities from kindergarten through 22 years of age. The combination of theory and practical experience provides graduates with a solid understanding, knowledge and skill set to function as highly effective special educators. The credential and degree programs are nationally recognized by the Council for Exceptional Children. Candidates use an action research inquiry based model to demonstrate their credential and master's degree competency through the use of a performance-based folio.

The Special Education credential program offers the Preliminary Education Specialist credential with mild to moderate disabilities.

### **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 course catalog.

## **Master's Credential Cohort: MEd in Special Education and Preliminary Education Specialist Teaching Credential with Mild to Moderate Authorization**

### **Fall I (9 Units + 3 CEUs)**

- EDU 558XB First and Second Language Development and Structure for the Classroom Teacher (3 CEUs)
- EDSP 571 Positive Behavior and Instruction Management in Special Education (3)
- EDSP 589 Healthy Environments and Inclusive Education in a Global Society (3)

EDUC 575P Evidence Based Inclusive Practices Mild/Moderate 5-22 (3)

#### Spring I (12 Units)

EDUC 534P Methods of Teaching Literacy in Secondary Schools in a Global Society (3)

EDUC 584C Methods of Teaching English Language and Academic Development in Crosscultural Contexts (3)

EDSP 574 Global Perspectives and Foundations in Special Education (3)

EDSP 575P Evidence Based Inclusion Practices Mild/Moderate 5-22 (3)

#### Fall II (12 units)

EDUC 557 MCC Action Research Seminar I (3)

EDUC 583P Methods of Teaching Reading & Language Arts in Elementary (3)

EDSP 570 Assessment Identification to Transition in Special Education (3)

EDSP 590P Student Teaching Mild to Moderate Disabilities (3)

#### Spring II (9 Units)

EDUC 5XX Elective Course in MEd (3)

EDUC 558 MCC Action Research Seminar II (1)

EDSP 573 Diverse Family Systems & Transitions (3)

EDUC 579 Legal, Ethical and Professional Practices in a Diverse Society (2)

It is possible to obtain the preliminary Multiple Subject Credential in conjunction with the MEd Special Education Specialist Teaching Credential program described above with three additional courses.

#### Curriculum Additions for Multiple Subject Credential

##### Summer I (6 units)

EDUC 581C Multicultural and Philosophical Foundations of Education in a Global Society (3)

EDUC 582 Psychological Foundations of Education in a Diverse Society (3)

##### Summer II (6 units)

EDUC 590P Student Teaching for the Multiple Subject Credential (6)

## Special Education Credential

### I. Preliminary Education Specialist Credential

The Preliminary Education Specialist program is designed for those interested in teaching students with special needs in schools or agencies servicing K-12 students or adults to 22. Completion of an approved California state Liberal Studies undergraduate program is helpful preparation for the Preliminary Education Specialist credential, but is not

required. To demonstrate subject matter competence, all candidates for the Preliminary Education Specialist credential are required to pass the California Subject Examination for Teachers (CSET: Multiple Subjects) prior to student teaching. Some applicants may be required to submit a passing score on this test prior to being admitted to the credential program. All candidates for the credential must submit either a passing score on the California Basic Educational Skills Test (CBEST) or CSET: Writing Skills Assessment prior to admittance to the program, or evidence of having registered for taking the basic skills exam at its next offering.

### Prerequisite or Co-Requisite Courses for Preliminary Education Specialist Credential

ENGL 318E Development of the English Language (3)  
OR

EDU 558XB\* First and Second Language Development and Structure for the Classroom Teacher (3 CEUs)

Certificate of Clearance

### Other Requirements

Preliminary Education Specialist Credential with Mild/Moderate Disabilities Authorization requires the following prior to enrollment in Student Teaching:

1. Passing score on the CSET: Multiple Subjects examination, or the CSET Single Subject Content Matter examination prescribed by California law, or CCTC-approved subject matter competency program. Candidates passing the CSET Multiple Subject subtests may pass the CSET: Writing Skills Assessment in lieu of the CBEST
2. Passing score on the RICA Reading Instruction Competence Assessment <http://www.rica.nesinc.com/>
3. Passing score on the U.S. Constitution Exam or History 117 American Civilization or Political Science 125 American Politics or equivalent that specifically covers the U.S. Constitution (course must include US history between 1776 and 1800)
4. CPR Certificate (infant, child and adult) that is currently valid when applying for Preliminary Teaching Credential
5. Completion of all special education performance evidence documents listed in Special Education Program Candidate

### Foundation Block Coursework

EDSP 589 Healthy Environments and Inclusive Education in a Global Society (3)

EDSP 573 Diverse Family Systems & Transitions (3)

EDSP 574 Global Perspectives and Foundations in Special Education (3)

EDSP 579 Legal, Ethical & Professional Practices in a Diverse Society (2)

### Graduate Methods Coursework

EDSP 570 Assessment Identification to Transition in Special Education (3)

EDSP 571 Positive Behavior and Instruction Management in Special Education (3)

EDSP 572 Language Variance and Assistive Technology (3)

EDSP 575P Evidence Based Inclusive Practices Mild/Moderate 5-22 (3)

### Required General Education Methods Block Subject Matter Competency Coursework

EDUC 575P Inclusive Curricula for Learners 5-22 (3)

EDUC 583P Methods of Teaching Reading and Language Arts in the Elementary (3)

EDUC 584C Methods of Teaching English Language and Academic Development (3)

### Field-Based Coursework

EDSP 590P Student Teaching Mild to Moderate Disabilities (6)

## Courses

EDSP 549 SPECIAL TOPICS IN SPECIAL EDUCATION (1-3)

This course addresses a specific topic related to special education. The course is designed to present candidates with knowledge, content and skills in a topic area of immediate, cutting edge, relevance to the field.

EDSP 570 ASSESSMENT IDENTIFICATION TO TRANSITION IN SPECIAL EDUCATION (3)

Candidates develop skills in using a wide variety of assessment instruments and techniques to inform identification, placement, planning, monitoring and transitioning of students academically, socially and/or behaviorally at-risk. Students will administer formal assessment tests, construct, administer and evaluate informal assessments appropriate from preschool to adulthood in home, school and community settings. Focus is on criteria for becoming competent assessors of at-risk individuals with mild to moderate disabilities. Legal procedures, nondiscriminatory practices (including analysis of CELDT proficiency levels of ELL) and engagement in a district multidisciplinary team provide the framework for making valid assessment decisions. Case studies provide a problem-based opportunity to collaboratively explore the case management role of an education specialist. Candidates will use emerging understanding of assessment as an instructional informant to design, use and analyze formal and informal assessments that help monitor and plan

instruction based on response to intervention (RtI). Overarching outcome is to become reliable competent consumers of assessment information to analyze assessment results to inform the IFSP, IEP & ITP decision-making process and ongoing instruction.

EDSP 571 POSITIVE BEHAVIOR AND INSTRUCTION MANAGEMENT IN SPECIAL EDUCATION (3)

Self-regulatory knowledge and strategies to provide teachers and students with skills 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 and legal and ethical variables relevant to orchestrating learning across K-22 settings where individuals with mild to moderate disabilities are receiving instructional, social, behavioral and transition life-skill services. This includes English Language Learners with concomitant special education needs, student exhibiting traits associated with autism spectrum disorder, other health impairments, traumatic brain injuries, learning disabilities and mild to moderate retardation. The use of positive behavioral interventions and functional behavior analysis will be discussed and students will demonstrate appropriate skills using these strategies.

EDSP 572 LANGUAGE VARIANCE AND ASSISTIVE TECHNOLOGY (3)

This course presents an introductory overview of typical and atypical development of communication skills (speech, language and hearing). The typical stages of communication skill development will be presented to serve as a framework of examining developmental delays, disorders, differences and loss that may affect communicative competence. The impact of communicative competence in preschool, school aged children and adolescents will be highlighted. Assistive technology and augmented communication including low and high equipment and materials to facilitate communication, curriculum access and skill development of students with disabilities are key components throughout the course.

EDSP 573 DIVERSE FAMILY SYSTEMS & TRANSITIONS (3)

This course is designed to provide students with the skills required to work effectively with the families of children and youth with disabilities and with the network of service providers and community agencies with which these families interact. Focus will be on understanding family coping processes, development of communication and problem solving skills, active listening, utilization of parent interview techniques in family assessment and methods for accessing educational and developmental service delivery systems. There will be a strong emphasis on the

development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy and development of cooperative intervention programs.

**EDSP 574 GLOBAL PERSPECTIVES AND FOUNDATIONS IN SPECIAL EDUCATION (3)**

Focus is on identification and distinction of characteristics and needs that qualify an individual for special education services according to federal and state law. The principles of action research and global perspectives of special needs frame an investigation of the academic, social and behavioral needs of individuals. Candidates use a global historical lens to understand the philosophy, education foundations and evidenced-based research that underpin the legal and ethical definition and service delivery options for individuals with exceptional needs. Emphasis is placed on individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12 and classes organized primarily for adults in services across the continuum of program options available. Candidates explore how cultural, community and individual diversity and the needs of English learners influence classification and placement.

**EDSP 575P EVIDENCE BASED INCLUSIVE PRACTICES MILD/MODERATE DISABILITY 5-22 (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 mandated content area standards. The course also focuses on the dual instructional planning and delivery needs for individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12 and classes organized primarily for adults in services across the continuum of program options available. Planning and delivery of instruction concurrently attends to the needs of English Language Learners and the diversity of student, parent and community norms. Theory, practice and research are integrated into activities designed to provide education specialists with a multiplicity of strategies and techniques for working with students, paraeducators, 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).

Fieldwork: A 25-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required. The regular consistent field-experience must provide sufficient time to complete the PACT project. Intern candidates must meet with the instructor to determine if their district contract special education placement meets all or some of the fieldwork requirements for this course.

**EDSP 579 LEGAL ETHICAL & PROFESSIONAL PRACTICES IN DIVERSE SOCIETY (2)**

This course will explore policy and procedures pertinent to the special education system within the cultural diversity of California. It will examine such system elements as assessment, case management, finance, individualized program planning, regulations and professional ethics. Particular attention is placed on the English Learner mandates required in California. Under consideration will be other relevant compliance requirements as contained in federal and state regulations.

**EDSP 589 HEALTHY ENVIRONMENTS AND INCLUSIVE EDUCATION IN A GLOBAL SOCIETY (3)**

This course provides candidates an overview of two critical areas relative to teaching school-age populations in contemporary schools: (1) creating supportive, healthy environments for student learning and (2) teaching special populations in general education. A comparative international perspective of the foundations, pedagogy practices and service delivery options for individuals with disabilities and their families builds an understanding of cultural and personal considerations for service delivery within a classroom. 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. Candidates learn and apply skills for communicating and working constructively with students, their families and community members and how to access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student.

Characteristics and service delivery needs of individuals with disabilities from birth through adulthood are also investigated. Legally mandated categorical disabilities are discussed in terms of the individual, family, education and ancillary service issues. There is a primary focus on how educational, behavioral, social, ecological, transitional and vocational needs of exceptional students can be addressed in general education settings. Discussion covers a multiplicity of strategies and techniques recommended for integrated service delivery for individuals with special needs in general education and in local communities.

Course requires site visitations to five different types of settings serving individuals with special needs.

**EDSP 590P STUDENT TEACHING MILD TO MODERATE DISABILITIES (TOTAL 6 UNITS)\***

Supervised full day semester long student teaching in settings serving individuals with mild to moderate disabilities. This includes individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12 and classes organized primarily for adults in services across the continuum of program options available. Focus is on curriculum and instruction planning and delivery that addresses the individual needs of students while maintaining the integrity of age appropriate state mandated subject matter standards. Competency is demonstrated in relation to referral, assessment, IEP/ITP/BIP process, instruction, intervention, program, instructional and materials modification, consultation, coteaching, teacher inservice, behavior planning and intervention. Theory, practice and research are integrated into activities designed to provide education specialists with a multiplicity of strategies and techniques for working with students, paraeducators and general educators and ancillary professionals across the spectrum of inclusive education options. This course stresses the development and implementation of individual educational plans (IEPs) and individual transition plans (ITPs). Planning and delivery of instruction concurrently attends to the needs of English Language Learners and the diversity of student, parent and community norms.

Candidates must attend mandatory Saturday seminar classes related to practicum experience and the development of their state required Individual Induction Plan. Interns are required to attend all seminar sessions in every semester enrolled in a special education student teaching course.

\*Traditional candidates enroll in a 6-unit practicum for their primary credential. 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.

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 Email

Address. Contact your Special Education Program Advisor and/or the Field Placement Coordinator during the first month of the Fall or Spring term in which you are requesting practicum approval for details.

Fieldwork fee: \$200

**EDSP 591P PRACTICUM EARLY CHILDHOOD (TOTAL 6 UNITS)\***

Candidate participates in a supervised Early Start and district special education preschool program. Increasing responsibility as an early interventionist or teacher is expected. Experiences must 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, instruction, intervention program, instructional and materials modification, consultation, coteaching, teacher inservice and behavior planning. 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.

\*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.

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 Email Address. Contact your Special Education Program Advisor and/or the Field Placement Coordinator during the first month of the Fall or Spring term in which you are requesting practicum approval for details.

Fieldwork fee: \$200

**EDSP 592P PRACTICUM MODERATE/SEVERE (TOTAL 6 UNITS)\***

Supervised field-based teaching in settings serving individuals with moderate to severe disabilities. Candidate



demonstrates level of understanding related to knowledge, skills and dispositions required of an Education Specialist. A candidate must clearly demonstrate application of teaching, assessment, collaboration and planning skills aligned with the Council for Exceptional Children Standards for Beginning Teachers. Competency must be demonstrated in relation to referral, assessment, IEP/ITP/ BIP process, instruction, intervention program, instructional and materials modification, consultation, coteaching, teacher inservice and behavior planning. 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.

\*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.

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 Email Address. Contact your Special Education Program Advisor and/or the Field Placement Coordinator during the first month of the Fall or Spring term in which you are requesting practicum approval for details.

Fieldwork fee: \$200

#### **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 594 ADVANCED BEHAVIOR ANALYSIS AND POSITIVE BEHAVIOR SUPPORTS (3)**

This advanced seminar for Advanced Level II Professional Education Specialist candidates 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 595 LEADERSHIP AND MANAGEMENT SKILLS (3)**

This advanced seminar for Advanced Level II Professional Education Specialist candidates in the area of Early Childhood Disabilities assists candidates in developing program philosophies and plans that reflect a family-centered approach to early intervention services, developmentally appropriate practices, transdisciplinary team-building and community collaboration. Focus will be on supervision of paraprofessionals, funding resources, laws and regulations for implementing programs, program monitoring and evaluation. Candidates will be expected to be involved in supervising, evaluating and providing staff training, to work effectively with paraprofessionals and to 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 candidates in the area of Early Childhood Disabilities work with a Special Education faculty member to conduct assessment and prepare an action plan related to supervision of paraprofessionals, funding resources, laws and regulations for implementing programs, program monitoring and evaluation.

#### **EDSP 596 ASSESSMENT FOR CURRICULUM DECISIONS (3)**

This advanced seminar for Advanced Level II Professional Education Specialist candidates focuses 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 evidence 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 candidates focuses 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 designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signatures of the faculty supervisor, Department Chair and the Associate Dean prior to registering for the course.

**Professional Development Class for Continuing Education**

**EDU 558XB FIRST AND SECOND LANGUAGE DEVELOPMENT AND STRUCTURE FOR THE CLASSROOM TEACHER (3 CEUS)**

Candidates will gain an awareness of the structure and nature of language and the process of linguistic analysis, considering both English and other languages. Candidates will also become acquainted with linguistic concepts affecting pedagogical methods and language learning in the areas of morphology, phonetics and phonology, syntax, semantics and sociolinguistics. This course is for teachers and prospective teachers in ESL/EFL, bilingual or structured immersion classes. It will be valuable for anyone working with non-native-English language learners in public or private K-12, adult education, community college, or university settings.

## Department of School, Family and Mental Health Professions

### Counseling Program

#### (Specializations in Clinical Mental Health Counseling and School Counseling)

The Master of Arts in Counseling program is a non-thesis program that prepares individuals to provide a variety of professional counseling services to diverse client populations in a wide range of work settings. The mission of the program is to prepare exemplary counselors who are committed to ethical practice in diverse global contexts. The program has a strong focus on leadership and advocacy in relationship to human development issues and the provision of quality services and programs for all people. The Clinical Mental Health Counseling (CMHC) specialization emphasizes evidenced-based practice as the foundation for delivering culturally responsive interventions for clients in a variety of clinical and forensic mental health settings. The School Counseling (SC) specialization emphasizes leadership, program planning and evaluation, action research and evidence-based interventions. The Counseling Program's specific learning outcomes are aligned with the

School of Leadership and Education Sciences' overarching ACE themes of (A) academic excellence, (C) critical reflection and inquiry, identification with a community of practice and a (E) commitment to service, ethical practice and knowledge and skills in serving diverse populations.

The Counseling Program utilizes benchmark assessments to determine whether candidates meet the standards required to enter the program, continue in the program and complete the program. A Clinical Instruction Benchmark Assessment (CIBA) is utilized to provide students (also referred to as candidates) with personal and professional development feedback, to assess progress in the program and to determine the student's readiness for the transition to the practicum and fieldwork/internship portions of clinical instruction. The CIBA is completed prior to approval to register for the Counseling Practicum.

The Counseling Program has a chapter of Chi Sigma Iota — the International Academic and Professional Honor Society for counseling — which students are eligible to join after completing at least nine units of graduate courses with a minimum of a 3.5 GPA. The School Counseling specialization is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Clinical Mental Health specialization is under review of CACREP accreditation.

School districts, community colleges and universities, career centers, community agencies, government and business organizations and private and public clinical settings in San Diego, all over the country and around the world, employ graduates of the Counseling Program. In addition, many of our graduates have gone on to doctoral programs in counseling psychology, counselor education, educational leadership, educational psychology and related fields. Students who complete our 60 unit MA program are eligible for state licensing as Licensed Professional Counselors (LPC) in all 50 states.

### General Program Requirements

Applicants to the program come from diverse educational backgrounds and life and work experiences. Applicants should specifically address the fit of the counseling program's coursework and experience requirements to their career goals. In the application and in the required interviews with program faculty members, applicants should provide evidence of demonstrated ability in academic endeavors and examples of effective helping skills applied in employment, intern and/or volunteer settings. Recommendation letters should reflect on the applicant's intellectual and interpersonal skills based on direct observation or supervision of the applicant.

The MA Degree requires successful completion of the following:

- I. A course of study based on a core counseling curriculum and specialization courses. (Further information is provided under the Program Specializations sections below.)

The Counseling Core is designed to meet the program requirements recommended by the National Board of Certified Counselors (NBCC).

Specialization courses (described in sections below) meet the program requirements specified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for the Clinical Mental Health and School Counseling program areas.

- II. Successful completion of the Clinical Instruction Benchmark Assessment (CIBA).

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

- III. Internationalization Requirement. All students in the Counseling Program are required to participate in a program-approved internationalization experience outside of the United States. Examples of approved experiences would include study-abroad course or program participation, cross-cultural collaboration on professional or scholarly projects, participation in bi-national or multi-national collaborative research projects, joint student-faculty research abroad and international internships. With few exceptions, the experience must take place during the student's program of study at USD and all international activities should take place prior to the last semester of enrollment in the Counseling Program. This requirement is designed to enhance the student's international and global perspective, particularly as it relates to professional counseling. The experience will increase student's knowledge and skills for working with international students, employees and clients and preparing clients for educational and professional experiences in a global environment.

### Program Specializations and Requirements

Students in both program areas complete courses designed to meet program requirements recommended by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Board of Certified Counselors (NBCC). All students complete core and specialization courses specific to their areas of professional practice. The program requires the student to complete a 100-hour Counseling Practicum and two

semesters of fieldwork or internship practicum (CMHC) in a setting related to the student's career goal. The fieldwork or internship practicum requires completion of 600 units of supervised work at an approved site.

### Specialization in Clinical Mental Health Counseling

The Specialization in Clinical Mental Health Counseling (CMHC) is a 60 semester-unit graduate program providing comprehensive training at the master's level that prepares graduates for independent clinical counseling practice in mental health agencies, rehabilitation facilities, correctional institutions, schools and universities, religious organizations, employee assistance programs, community centers and private practice. The CMHC specialization emphasizes evidenced-based practice as the foundation for delivering culturally responsive treatment for clients in a variety of clinical settings. The program includes core counseling courses, specialization courses in clinical mental health counseling and three semesters of clinical experience, Practicum I, II and III. The CMHC program was designed to meet the requirements for licensure in California as a Licensed Professional Clinical Counselor (LPCC) and the basic licensing requirements in other states. Requirements for direct hours of counseling services provided to clients individually, in groups and as couples or families meet California's licensing requirements and those of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Clinical Mental Health Counselors work with people of all ages, races, cultural backgrounds and circumstances to help them maximize their potential, make positive changes in their lives and achieve their goals. Students learn individual and group counseling techniques, as well as clinical consultation skills found to be effective with a variety of mental health issues ranging from life adjustment problems to serious mental illnesses. Students are trained to be culturally and developmentally responsive. The CMHC specialization is designed to develop competent and culturally responsive professionals who are able to think critically about professional counseling issues, engage in evidenced-based practice, evaluate the effectiveness of their work and apply their skills in a variety of clinical settings.

#### I. Core Courses (27 units)

- COUN 502 Professional Orientation and Law and Ethics in Counseling (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 Psychology: Theory and Practice (3)

- COUN 526 Group Counseling (3)
- COUN 530 Assessment Techniques in Counseling (3)
- COUN 540 Clinical Interviewing (3)

#### II. Mental Health Specialization Courses (24 units)

- COUN 541 Advanced Counseling: Diagnosis and Treatment (3)
- COUN 542 Addictions Counseling (3)
- COUN 544 Introduction to Family Counseling (3)
- COUN 547 Risk Assessment and Trauma Intervention in CMHC (3)
- COUN 549 Psychopharmacology (3)
- COUN 550 Advanced Human Sexuality Counseling (3)
- COUN 555 Evidence Based Theories and Techniques in Counseling (3)
- COUN 560 Evidence Based Practices with Underserved Population (3)

#### III. Practicum Courses

- COUN 587P Clinical Mental Health Practicum I (3)
- COUN 597F Clinical Mental Health Practicum II (3)
- COUN 598F Clinical Mental Health Practicum III (3)

Students complete a total of 9 or more units until they complete a minimum of 600 hours of supervised experience with minimum 320 direct service hours.

### Specialization in School Counseling

The School Counseling Specialization requires 48 units of course work (core and specialization units). Candidates in this specialization plan to be school counselors in elementary, middle school/junior high and high school settings or to work with agencies serving K-12 children and their families. Students have knowledge and skills in student advocacy as well as in the design, implementation and evaluation of comprehensive, results-based guidance and counseling programs. The School Counseling Specialization stresses the development of leadership skills in school counseling and the use of action research as a tool for strengthening practice and developing professionally and personally. The requirements for the California Pupil Personnel Services Credential with emphasis in School Counseling can be met as part of this degree program. The program has been approved by the California Commission on Teacher Credentials (CCTC) to meet current California Pupil Personnel Services Credential (PPS) standards and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

#### I. Core Courses (27 units):

- COUN 505 Human Development (3)
- COUN 507 Professional Identity, Law and Ethics in School Counseling (3)

- COUN 508 Research Methods in Counseling (3)
- COUN 510 Career Development Across the Lifespan (3)
- COUN 515 Multicultural Counseling (3)
- COUN 520 Counseling Psychology: Theory and Practice (3)
- COUN 526 Group Counseling (3)
- COUN 530 Assessment Techniques in Counseling (3)
- COUN 564 Counseling Skills (3)

## II. School Counseling Specialization Courses

Required Courses (18 units, including 6 units of fieldwork):

- COUN 509 Action Research in School Counseling (3)
- COUN 518 Organization of Student Support Programs (3)
- COUN 536 Applied Theory and Techniques in School Counseling (3)
- COUN 537 Consultation, Crisis Intervention and Trauma Counseling in Schools (3)
- COUN 588P School-Based Practicum (3)
- COUN 590F Fieldwork in School Settings (3) (Minimum of two semesters, six units)

## PPS Credential in School Counseling

The USD Counseling Program is an accredited Pupil Personnel Services (PPS) credential preparation program for the school counseling specialization. Only students completing the Counseling Program's School Counseling Specialization are eligible to apply for the California K-12 PPS-School Counseling credential.

### Requirements for the Specialization in School Counseling

Applicants must satisfy all of the following:

1. Prerequisite course: To meet the standards of the Pupil Personnel Services Credential (School Counselor), the program requires that students complete, or have completed as a part of undergraduate education, a course on cognition and learning. At USD, this program requirement is satisfied by completion of EDUC 582 - Psychological Foundations of Education in a Diverse Society
2. Complete post baccalaureate degree study consisting of a minimum of 48 semester units in a Commission-accredited professional preparation program specializing in school counseling, including a practicum.
3. Obtain the recommendation of a California college or university with a Commission-accredited Pupil Personnel Services program, specializing in school counseling.
4. Pass the California Basic Educational Skills Test (CBEST).

## Courses

### COUN 502 PROFESSIONAL ORIENTATION AND LAW AND ETHICS IN COUNSELING (2)

This course is designed to address the development in students of a professional identity as a counselor. Students reflect on the knowledge, dispositions and skills needed to provide effective counseling interventions to diverse client populations. They are introduced to the counseling profession—its purpose, history, ethical codes, professional organizations and certification and licensing practices. Students learn about the diversity of client interventions offered by professional counselors through class presentations and interaction with practicing counselors. Students map out a plan for their professional development throughout their counseling program.

This course also provides extensive practice in applying the codes of the ethical practice to different areas of counseling and explores the legal issues potentially encountered in the various areas of counseling practice. Students are exposed to concepts, experiences and cases that are designed to enhance their ability to recognize and respond to various ethical dilemmas. Students are taught how to use an ethical decision-making format. The ACA and APA ethical codes are the principal reference guides used in this class.

### 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 507 PROFESSIONAL IDENTITY, LAW AND ETHICS IN SCHOOL COUNSELING (1)

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. This course will also prepare school counselors to think in an ethical and moral manner in all of their professional activities. The course also will examine the interplay between legal and ethical issues within mental health counseling and counseling psychology. Students will learn the major ethical guidelines of the American Counseling Association (ACA) and the American School Counselor Association (ASCA). In addition, students will have a wide

array of opportunities to apply these principles to various situations.

**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 509 ACTION RESEARCH IN SCHOOL COUNSELING (3)**

This course involves acquiring knowledge and skills in action research for program improvement and accountability and professional development. Students engage in field-based action research projects in conjunction with their fieldwork and share the results of their projects through manuscript dissemination and conference presentations.

**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 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 PROGRAMS (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 PSYCHOLOGY: 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,

**Additional Requirements for Admission**

**Master of Arts in Counseling, School Counseling Specialization  
with PPS Credential**

**Master of Arts in Counseling, Clinical Mental Health  
Counseling Specialization**

See page 22 for basic admission requirements.

Entrance Semesters	Fall
Application Deadlines	Fall (Early Admission): January 8 Fall (Regular Admission): February 21
Minimum Grade Point Average	3.0 (4.0 scale) in all undergraduate coursework
Standardized Admission Test	Not required. Applicants at or near the minimum GPA are recommended to submit Graduate Record Examination (GRE) general test scores to strengthen their application.
Additional Requirements	Resume Statement of Purpose Three letters of recommendation
Interview	The most qualified applicants to the counseling program will be invited to USD for a group interview. Applicants who are unavailable for this interview will be contacted by a faculty member for a phone interview.

personality constructs and appropriate intervention strategies and counseling goals.

**COUN 526 GROUP COUNSELING (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, interpretation of standardized tests, report writing and other tools used to assess various cognitive, behavioral and affective modalities used in practice. Prerequisites: COUN 520 and professor approval.

**COUN 536 APPLIED THEORIES AND 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 537 CONSULTATION, CRISIS INTERVENTION AND TRAUMA COUNSELING IN SCHOOLS (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 will also enlarge their knowledge and skill base to effectively work with issues that may affect the development and functioning of students and explore with several specific models for intervention in depth. In addition, students will learn about the school counselor's role in prevention and intervention strategies in school crisis situations including child abuse and neglect, suicide, substance abuse, school safety and personal loss. This course will also focus on psychological first aide and disaster mental health responses to natural and man-made disasters.

**COUN 540 CLINICAL INTERVIEWING (3)**

The course helps students acquire knowledge, skills and dispositions associated with the practice of individual counseling in a variety of settings. Students will practice interviewing and counseling skills in class through dyads, triads and small group interactions and will provide and receive feedback on this practice. Students will also receive direct feedback on their skill development from the instructor. The course integrates ethical-legal, cultural and

gender issues throughout the semester. The instructor will use role-plays, small groups, session transcripts, videotape critiques, case discussions and lectures throughout the course. The course also addresses many of the required areas for Helping Relationships which are outlined in the 2009 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**COUN 541 ADVANCED COUNSELING: DIAGNOSIS AND TREATMENT (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-TR) are used to formulate individual counseling intervention plans. Professional issues associated with counseling practice and collaboration with community agencies are examined. Prerequisites: Practicum-COUN 587P, COUN 520 and professor approval.

**COUN 542 ADDICTIONS COUNSELING (3)**

Students are exposed to required CACREP standards for addictions and substance abuse counseling. Assessment and clinical practice models are covered. Cross-cultural and ethical-legal issues are examined as well as other professional practice issues. Prerequisites: COUN 540 and COUN 520.

**COUN 544 INTRODUCTION TO FAMILY COUNSELING (3)**

Students are exposed to required CACREP standards for family counseling. Cross-cultural and ethical-legal issues are examined as well as other professional practice issues. Prerequisites: COUN 540 and COUN 520.

**COUN 547 RISK ASSESSMENT AND TRAUMA INTERVENTION IN CMHC (3)**

Students are exposed to CACREP standards associated with crisis intervention. The course emphasizes forensic mental health issues (e.g. risk assessment) as well. Prerequisites: COUN 520, COUN 530 and professor approval.

**COUN 549 PSYCHOPHARMACOLOGY (3)**

This course gives CMHC students a historical perspective on the use of medication in treating mental disorders within the context of social, cultural, gender and religious issues. The central focus will be on the major classifications of psychotropic drugs, specifying their psychiatric uses, benefits, side effects, toxicities, combinations and biochemical actions as they work with culturally diverse clients. This course will also explore how clinical mental health counselors can best work with medical practitioners in providing more comprehensive client care.

**COUN 550 ADVANCED HUMAN SEXUALITY COUNSELING (3)**  
Students are exposed to required CACREP standards and licensure requirements for human sexuality. Cross-cultural and ethical-legal issues are examined as well as other professional practice issues. Prerequisites: COUN 540 and COUN 520.

**COUN 555 EVIDENCE BASED THEORIES AND TECHNIQUES IN COUNSELING (3)**

The course addresses many of the required areas for Helping Relationships addressed in the 2009 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The course helps candidates acquire knowledge, skills and dispositions associated with the evidence based practice and treatment planning. The course integrates empirically supported therapy relationship variables and implementing evidence based knowledge into practice settings. This course uses methods of instruction that include case discussions, lectures, didactic and experiential approaches to teach students the evidence based/empirically supported intervention strategies commonly used in clinical counseling practice. Overall, the course is organized to expose students to the entry-level competencies related to using evidence based counseling approaches.

**COUN 560 EVIDENCE BASED PRACTICES WITH UNDERSERVED POPULATION (3)**

This course will focus on the most recent evidence based and culturally competent practices in counseling with diverse and clinically underserved populations. This course is designed to inform counselors about the public mental health needs and culturally informed practices including native or indigenous healing practices in some of our most vulnerable populations both here in the United States and abroad. This course will address the continuum of evidence based interventions from health and wellness to working with chronic mental health issues and psychopathology. This course will include a laboratory experience where these techniques and skills are practiced.

**COUN 564 COUNSELING SKILLS (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 587P CLINICAL MENTAL HEALTH PRACTICUM I (3)**

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 involve direct client contact. Prerequisites are required (see advisor).

**COUN 588P SCHOOL-BASED PRACTICUM (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 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 507, 515, 588P and school specialization course COUN 518.

**COUN 597F CLINICAL MENTAL HEALTH PRACTICUM II (3)**  
Students obtain an internship placement in a clinical mental health setting under the on-site supervision of a qualified counseling professional. Course can be taken twice to meet requirements. Prerequisites are required (see advisor).

**COUN 598F CLINICAL MENTAL HEALTH PRACTICUM III (3)**  
Students obtain an internship placement in a clinical mental health setting under the on-site supervision of a qualified counseling professional. Course can be taken twice to meet requirements. Prerequisites are required (see advisor).

**COUN 599 INDEPENDENT STUDY (1-3)**  
Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signatures of the faculty supervisor, Department Chair and the Associate Dean prior to registering for the course.

## Marital and Family Therapy Program

The Marital and Family Therapy (MFT) program prepares students to become marriage and family therapists. Marriage and family therapists are trained to conceptualize mental health and behavior problems as existing within interpersonal relationships. Consequently, students are trained to treat problems within a person's current interpersonal context. In addition to training in the most prominent marriage and family therapy theories, students are exposed to the biological and intrapsychic approaches to problem development and resolution. Students receive training in the assessment and treatment of the major mental disorders.

The MFT program is accredited by the Commission on Accreditation for Marital and Family Therapy Education (COAMFTE). The COAMFTE is the national organization recognized by the U.S. Department of Education for setting standards for marriage and family therapy education. USD's MFT program is one of only seven master's degree-granting programs in California accredited by the COAMFTE.

Graduates of the MFT program usually work in mental health agencies. However, some set up their own private practices or go on to doctoral work. The degree fulfills the educational requirements for licensure in California as a Marriage and Family Therapist and usually meets the licensing requirements in the other 49 states with Marriage and Family Therapist licensure.

## General Degree Requirements

The MA in MFT is a non-thesis degree program requiring the successful completion of 51 units of graduate coursework, 6.5 continuing education units, a written comprehensive exam, completion of an approved international experience and the accumulation of a minimum of 500 client contact hours and 100 supervision hours. The majority of the students are full-time. Full-time students can complete the program within two full calendar years. Part-time students must take at least six units per semester.

## Requirements For The Degree

### I. Coursework (54 units)

MFTS 500	Evidence Based Practice in Family Therapy (3)
MFTS 523	Family Therapy Theories I (3)
MFTS 524	Family Therapy Theories II (3)
MFTS 528	Psychopathology in the Family (3)
MFTS 529	Ethical and Legal Issues in Family Therapy (2)
MFTS 532	Human Diversity in Family Therapy (3)
MFTS 533	Family Development (3)
MFTS 541	Systemic Treatment of Children (3)
MFTS 542	Families of Children with Special Needs (1)
MFTS 543	Developmental Psychopathology (3)
MFTS 544	Psychopharmacology and Systems (2)
MFTS 546	Couples and Sex Therapy (3)
MFTS 570	Systemic Treatment of Substance Abuse (2)
MFTS 571	Family Violence (1)
MFTS 574	Aging Issues in Family Therapy (1)
MFTS 575	Social Neuroscience for Family Therapists (1)
MFTS 578	Spiritual Issues in Family Therapy (1)
MFTS 595P	Practicum in MFT I (5)
MFTS 596P	Practicum in MFT 2 (5)
MFTS 597P	Practicum in MFT 3 (5)

Students take one of the following three electives:

MFTS 572	Gender Issues in Family Therapy (1)
MFTS 573	Group Therapy (2)
MFTS 576	Self of the Therapist (1)

### II. MFT Continuing Education Courses

(Six units extension credit)

EDU 7011	Recovery-oriented Case Management (1)
EDU 7021	Collaborative Care (1)
EDU 7031	Individual, Family, & Community Trauma (1)
EDU 7041	Treatment of Severe Mental Illness (3)

### 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 three prerequisite requirements (Human Development, Research Methods and either Counseling Theories or Theories of Personality) either prior to enrollment in the program or before the beginning of their second semester in the program.

### Practicum In MFT

An important part of the training program is the practical experience and training students receive during the clinical practicum. The MFT faculty maintains a variety of sites that meet the rigorous clinical hour and supervision requirements. Practicum placements are typically non-paying positions.

Practicum (MFTS 595P, 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 MFT faculty during this time, in addition to the supervision received from on-site supervisors. Faculty supervision is in both individual and group format, with live and videotaped data being used as the primary source of session information.

### Courses

#### MFTS 500 EVIDENCE BASED PRACTICE IN FAMILY THERAPY (3)

By the end of the class, the student will have the motivation, knowledge and skills necessary to use research successfully in a variety of ways in their clinical work.

#### 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

### Additional Requirements for Admission

## Marital and Family Therapy Program

See page 53 for basic admission requirements.

Entrance Semesters	Fall, Spring
Application Deadline	Fall (Early Admission): January 8 Fall (Regular Admission) February 21
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	Resume Statement of Purpose Three letters of recommendation
Interview	After an initial review of applications to the Marital and Family Therapy program, the most qualified candidates will be invited to USD for a group interview with the MFT faculty. Applicants who live outside California and surrounding states (Arizona, Oregon, Washington, Utah, or Nevada) will have the option of participating in a phone interview. However, out-of-state applicants are strongly encouraged to attend the on-campus group interview, if possible.

therapy field. Family Theories II covers Cognitive-Behavioral Family Therapy, Bowen Family Systems Therapy, Emotionally Focused Family Therapy and evidence based approaches, including Multisystemic Therapy and Functional Family Therapy.

**MFTS 528 PSYCHOPATHOLOGY IN THE FAMILY (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 HUMAN DIVERSITY IN FAMILY THERAPY (3)**

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 DEVELOPMENT (3)**

This course uses a biopsychosocial, systemic framework to examine various topics central to families and their development across the life span. The course examines a wide range of developmental issues important to understanding family functioning (mate selection, marriage, parenting, divorce), with special attention on diversity in family types (stepfamilies, single-parent families, immigrant families). An emphasis will be placed on the clinical application of concepts.

**MFTS 541 SYSTEMIC TREATMENT OF CHILDREN (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 FAMILIES OF CHILDREN WITH SPECIAL NEEDS (1)**

When parents are confronted with the news that their child has a disability, life changes immediately, dramatically and permanently. Families with a child who has a disability or who is chronically ill confront challenges and bear burdens unknown to other families and, at times, unknown to the professionals who are entrusted with the responsibility of providing services and support. In addition to having to learn how to adjust to and cope with a new reality after receiving a diagnosis, families need also to learn how to access and navigate a number of systems of care including the medical, mental health and educational systems, as well as a host of government agencies such as the Regional Center and Social Security.

**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 AND SYSTEMS (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 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.

**MFTS 570 SYSTEMIC TREATMENT OF SUBSTANCE ABUSE (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 571 FAMILY VIOLENCE (1)**

This course will focus on the dynamics, assessments and interventions regarding family violence and child abuse. The course will examine theories, multiple assessments, treatments & interventions, as well as social & scientific controversies regarding family violence and child abuse. The course will encourage self reflection regarding the definition, function, & various experiences of abuse and violence in society and the family. The course will address gender and cultural issues regarding both victims and perpetrators of family violence and child abuse. The course will examine how marriage & family therapists in their clinical practice can assess for and treat families experiencing violence and abuse.

**MFTS 572 GENDER ISSUES IN FAMILY THERAPY (1)**

Gender issues and their impact on societal norms and values, the development of problems and the process of therapeutic intervention are examined.

**MFTS 573 GROUP THERAPY (2)**

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.

**MFTS 574 AGING ISSUES IN FAMILY THERAPY (1)**

Issues relevant to family therapists working with adults in later life and their families are addressed. Special attention is given to assessment skills, including intergenerational history and patterns, ethnicity, SES, gender and cultural factors. Common life-cycle issues, such as retirement, are addressed, as are problems experienced by a significant number of elderly people, including illness, long-term care and loss.

**MFTS 575 SOCIAL NEUROSCIENCE FOR FAMILY THERAPISTS (1)**

Social Neuroscience seeks to understand the psychological and biological bases of social behavior. How does the brain support our social relationships and how do our social experiences affect the brain, body and physical health? Family life is a primary incubator for brain development, especially for children. In this course, topics such as attachment, stress and coping, empathy, emotional regulation, family emotional environment and aging will be explored with a focus on application of research findings into clinical interventions.

**MFTS 576 SELF OF THE THERAPIST (1)**

This experiential learning course focuses on the student's own family experiences and the impact of these experiences on the student's work as a family therapist.

**MFTS 578 SPIRITUAL ISSUES IN FAMILY THERAPY (1)**

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.

**MFTS 579 SOLES EXPERIMENTAL TOPICS COURSE (1-3)**

This course number is used by SOLES for experimental topics courses. The title and content of each 579 course will vary by topic and program/department. If more than one 579 course is offered during a single semester, section numbers will allow for identification of the course.

**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 (5)**

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.

**MFTS 599 INDEPENDENT STUDY (1-3)**

Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signatures of the faculty supervisor, Program Director/Department Chair and the Associate Dean prior to registering for the course.

Note for MFT Program: In addition to the 54 units of courses, 6 units of extension seminars in Continuing Education are required for the MFT program. EDU 701i, 702i, 703i and 704i are required.

## Professional Development Classes for Continuing Education

Information regarding tuition and fees for extension classes is available from the Division of Continuing Education, (619) 260-4585.

### EDU 701I RECOVERY-ORIENTED CASE MANAGEMENT (1)

This course will focus on the components and principles of Recovery Oriented Case Management. The course will examine the strength based, client centered advocacy and resiliency models in Recovery Oriented Case Management. The course will look at various systems of care including community, public and private mental health and social services including how they can support Recovery Oriented Case Management. The course will address how diversity, socio-economic status and poverty may affect and be affected by, the implementation of Recovery Oriented Case Management. The course will examine how marriage and family therapists in their clinical practice can use Recovery Oriented Case Management to more fully serve and benefit individuals, couples and families.

### EDU 702I COLLABORATIVE CARE (1)

This course examines various models of collaborative care and the clinical competencies and skills MFT's need to work successfully on collaborative care teams. This course will also examine the biopsychosocialspiritual aspects of illness and how MFT's can assess and manage common mental health, psychosocial and health behavior issues in primary care settings and recovery oriented practice environments. Contextual issues such as race/ethnicity, age, sexual orientation, religion and socioeconomic status (SES) and how they inform collaborative care practices will also be discussed.

### EDU 703I INDIVIDUAL, FAMILY, & COMMUNITY TRAUMA (1)

This course is designed to introduce students to how trauma affects individuals, families and communities, including the nature of trauma (e.g., abuse, combat, natural disasters), grief reactions and traumatic stress. Also included in this class is an exploration of the therapist's response to trauma, crisis intervention, comorbid disorders and general treatment issues. Students will review evidence-based practices in the trauma field. The instructor uses a culturally-informed perspective to teach the class.

### EDU 704I TREATMENT OF SEVERE MENTAL ILLNESS (3)

The purpose of this course is to teach MFT students effective strategies for the treatment of severe mental illness through a balanced exploration of current trends in treatment planning and delivery, research and outcomes, various theoretical perspectives and the specific needs of this unique population of clients. An emphasis will be placed on principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.

**hahn school of  
nursing and health science**

FORUM  
e



# Hahn School of Nursing and Health Science

## Administration

Sally Brosz Hardin, PhD, APRN, FAAN, DEAN and  
PROFESSOR  
Cynthia Connelly, PhD, RN, FAAN, DIRECTOR, Nursing  
Research Professor  
Amy Coulombe, BA, ASSISTANT DIRECTOR, APN Student  
Services  
Rekarda Devere, MEd, RN, ADVANCED PRACTICE  
CLINICAL PLACEMENT COORDINATOR  
Shelley Y. Hawkins, DSN, APRN, FAANP, DIRECTOR,  
Doctor of Nursing Practice and Master of Science  
in Nursing, Nurse Practitioner Programs, Associate  
Professor  
Linda Johnston, BA, ASSISTANT TO THE DEAN  
Karen Macauley, PhD, DNP, APRN, DIRECTOR, Simulation  
and Standardized Patient Nursing Laboratory, Clinical  
Associate Professor  
Joan Katherine Martin, MA, DIRECTOR, Development  
Cathleen Mumper, MA, DIRECTOR, Student Services and  
Admissions Officer  
Patricia Roth, EdD, RN, DIRECTOR, PhD Nursing Program,  
Professor  
Linda Urden, DNSc, APRN, FAAN, DIRECTOR, Masters and  
International Nursing Programs, Professor

## Faculty

Mary Barger, PhD, APRN, ASSOCIATE PROFESSOR  
Susan Bonnell, PhD, APRN, ASSOCIATE PROFESSOR  
Jill Borman, PhD, APRN, CLINICAL PROFESSOR  
Joseph Burkard, DNSc, APRN, ASSOCIATE PROFESSOR  
Ruth Bush, PhD, MPH, ADJUNCT STATISTICS PROFESSOR  
Cheryl Butera, MSN, APRN, CLINICAL ASSISTANT  
PROFESSOR  
Kathryn Clark, MPH, RD, CDE, APRN, CLINICAL  
ASSISTANT PROFESSOR  
Mary Jo Clark, PhD, RN, PROFESSOR  
Cynthia Connelly, PhD, RN, FAAN, PROFESSOR  
Paula Leibham Cullivan, MSN, APRN, CLINICAL  
ASSISTANT PROFESSOR  
Mary Ellen Dellefield, PhD, RN, CLINICAL PROFESSOR  
Sue Desimone, PhD, APRN, CLINICAL ASSOCIATE  
PROFESSOR  
Zoe Droske, MSN, APRN, CLINICAL ASSISTANT  
PROFESSOR  
Laurie Ecoff, PhD, APRN, CLINICAL PROFESSOR  
Caroline Etland, PhD, APRN, CLINICAL PROFESSOR  
Marcia Faller, PhD, CLINICAL ASSOCIATE PROFESSOR

Juliana Gabbard, MSN, APRN, CLINICAL ASSISTANT  
PROFESSOR  
Nancy Jean Gardetto, PhD, APRN, CLINICAL PROFESSOR  
Jane Georges, PhD, RN, ASSOCIATE PROFESSOR  
Dale Glaser, PhD, ADJUNCT STATISTICS PROFESSOR  
Lucia Gonzales, PhD, APRN, ASSOCIATE PROFESSOR  
Sally Brosz Hardin, PhD, APRN, FAAN, PROFESSOR  
Shelley Y. Hawkins, DSN, APRN, FAANP, ASSOCIATE  
PROFESSOR  
Lois Howland, DrPH, APRN, ASSOCIATE PROFESSOR  
Susie Hutchins, DNP, APRN, CLINICAL ASSOCIATE  
PROFESSOR  
Susan Instone, DNSc, APRN, PROFESSOR  
Kathy Shadle James, DNSc, APRN, FAAN, ASSOCIATE  
PROFESSOR  
Nicole Kastner, MSN, APRN, CLINICAL ASSISTANT  
PROFESSOR  
Karen Macauley, PhD, DNP, APRN, CLINICAL ASSOCIATE  
PROFESSOR  
Jonathan F. Mack, PhD, APRN, CLINICAL ASSOCIATE  
PROFESSOR  
Bonnie Marblestone, PhD, APRN, CLINICAL ASSOCIATE  
PROFESSOR  
Kathynn Kenny Marsh, MSN, APRN, CLINICAL  
ASSISTANT PROFESSOR  
Ann Mayo, DNSc, APRN, FAAN, PROFESSOR  
Margaret E. McCahill, MD, CLINICAL PROFESSOR  
Michelle McCurdy, MSN, APRN, CLINICAL ASSISTANT  
PROFESSOR  
Sally Murdock, MSN, APRN, CLINICAL ASSISTANT  
PROFESSOR  
Patricia Quinn, PhD, APRN, CLINICAL ASSOCIATE  
PROFESSOR  
Stephanie Reittinger, DNP, APRN, CLINICAL ASSOCIATE  
PROFESSOR  
Patricia Roth, EdD, RN, PROFESSOR  
Nancy Jex Sabin, DNP, APRN, CLINICAL ASSOCIATE  
PROFESSOR  
Lisa Sacco, DNP, APRN, CLINICAL ASSOCIATE  
PROFESSOR  
Nancy Saks, DNSc, RN, CLINICAL ASSOCIATE  
PROFESSOR  
Barbara Sarter, PhD, APRN, ASSOCIATE PROFESSOR  
Richard Smith, PharmD, CLINICAL ASSOCIATE  
PROFESSOR  
Kathleen Stacy, PhD, APRN, CLINICAL ASSOCIATE  
PROFESSOR  
Kathleen Sweeney, DNP, APRN, CLINICAL ASSOCIATE  
PROFESSOR  
Michael Terry, DNP, APRN, CLINICAL ASSOCIATE  
PROFESSOR  
Bonnie Tran, PhD, MPH, ADJUNCT STATISTICS  
PROFESSOR  
Linda Urden, DNSc, APRN, FAAN, PROFESSOR

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 (PhD)
- Doctor of Nursing Practice (DNP)
- For MSN APRNs
- For BSN RNs
- Master of Science in Nursing (MSN)
- Master of Science (MS) Health Care Informatics for non-nurses

Specializations include the Generalist MSN–Clinical Nurse Leader (CNL), Family/Lifespan Psychiatric Mental Health Nurse Practitioner (PMHNP), Dual Adult Gerontology Nurse Practitioner /Family Nurse Practitioner (AGNP/FNP), Family Nurse Practitioner (FNP), Dual Pediatric Nurse Practitioner/Family Nurse Practitioner (PNP/FNP), Adult Gerontology Clinical Nurse Specialist (AGCNS), Executive Nurse Leader (ENL) and Health Care Informatics (HCI).

Master's Entry Program in Nursing (MEPN) for individuals with baccalaureate or higher degrees in another discipline, seeking a new career in nursing with an MSN.

BSN to PhD in Nursing, which combines MSN (with Executive Nurse Leader, Adult Gerontology Clinical Nurse Specialist, or Psychiatric Mental Health focus) and PhD program requirements

## Accreditation

Programs offered by the Hahn School of Nursing and Health Science are accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the California Board of Registered Nursing (BRN).

All courses in the School of Nursing and Health Science carry Board of Registered Nursing Continuing Education units for RN 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 Blystone family, Loretta Breyer, Edward and Gretchen Cairns, Yvonne Carteron, Mary Jane Charleton, Danvera Foundation, the Donald C. and Elizabeth M. Dickinson Foundation, Mary Gresko, the Marian Hubbard family, Ethel M. Horsch, the Barbara and Donald Jonas Foundation, 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 Dean's Merit Scholar awards and the Dean's Research Scholar awards.

## Private Loan Fund

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



## Doctor of Philosophy Degree

The Doctor of Philosophy in Nursing Program is based on the belief that nursing is a science, that nurse scholars must receive preparation at this level to develop as scientists and that the preparation of nurse scientists is best accomplished in a milieu in which faculty and students participate in a partnership of inquiry.

The Doctor of Philosophy in Nursing 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 9-12 units of emphasis courses to support the focus or design of their dissertation. The program offers a concentration in clinical nursing research, executive leadership, or knowledge transmission of the discipline of nursing. Six units per semester is considered full time enrollment, with additional offerings in the intersession and summer session. The PhD degree may be completed in 3-4 years.

### General Regulations

1. Residency Requirement  
Students must fulfill this requirement by enrolling in:  
a) 12 units of on-campus doctoral coursework during a 2-month period, OR  
b) 6 units of on-campus doctoral coursework during each of two consecutive Summer sessions.
2. Transfer of Credit  
(See also Transfer of Graduate Credit, page 35 and page 118) Students may transfer up to 12 units of post-master's work with approval. Extension credit is not transferable.
3. Admission to Candidacy  
Admission to candidacy (not equivalent to admission to the program) is achieved when the student has an approved dissertation proposal.
4. Time Limit  
Candidates are allowed a maximum of five years between their admission to candidacy and completion of their dissertation.

### Requirements for the Doctor of Philosophy Degree Program of Study

The program of study includes a minimum of 48 units of post-master's coursework. This includes 12 units for the dissertation. A minimum grade of B- is required in degree courses with an overall GPA of 3.0.

Note: The PhD program currently is being refined. Modifications may be made in the future. Please refer to the Program Handbook and website.

### Additional Requirements For Admission Doctor Of Philosophy Degree

See page 22 for basic admission requirements.

Entrance Semester	Fall
Application Deadline	February 1
Minimum Grade Point Average	3.5 (4.0 scale)
Required Licenses	Current Registered Nurse license
Additional Requirements	Two references completed by doctorally prepared faculty members One reference completed by an employer or colleague Example of scholarly writing (e.g. thesis, article, paper) Personal statement of career, research and scholarship goals Brief interview for applicants who meet preliminary selection criteria

### 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 Philosophy of Science in Nursing (3)
- PHDN 602 Theory Development in Nursing (3)
- PHDN 649 Research Seminar in Health Policy (3)

### II. Research Component (15-18 units)

Designed to enhance the knowledge and skills necessary to develop and implement a program of research.

- PHDN 607 Applied Statistics & Quantitative Research Methods (3)
- PHDN 608 Applications of Multivariate Statistics (3)
- PHDN 670 Quantitative Designs in Research (3)
- PHDN 677 Advanced Quantitative Designs in Research (3)
- PHDN 673 Introduction to Qualitative Research: Background, Processes and Approaches (3)
- PHDN 676 The Practice of Qualitative Research (3)\*

\*Required for dissertation students using qualitative research methods

### III. Area of Emphasis (9-12 units)

Three graduate courses selected by the student and advisor, related to the student's specific research topic.

Dissertation students using quantitative research methods have the option of an additional emphasis course

### IV. Dissertation Component (12 units minimum)

- PHDN 650-655 Nursing Research Seminar (7)
- PHDN 695 Dissertation (5)

The presentation of the proposal and dissertation findings are required. After the completion of five units of PHDN 695 and seven units of PHDN 650-655, candidates must continue to register for PHDN 695 (1 unit) and PHDN 655 (1 unit) each semester to maintain candidacy until the dissertation is completed. See the Doctoral Student Handbook for guidelines on producing the dissertation.

## Doctor of Nursing Practice Degree for APRNs

The Doctor of Nursing Practice (DNP) program is designed to prepare clinical leaders for the nursing profession who have expertise in advanced nursing specialty practice with an individual or aggregate focus. The DNP Program is consistent with the overall mission of the School of Nursing which is to prepare nursing leaders who can facilitate quality health care for our nation.

Advanced Practice Registered Nurses (Clinical Nurse Specialists, Certified Nurse Midwives, Certified Registered Nurse Anesthetists and Certified Nurse Practitioners) who are Master's prepared can enroll in the DNP completion program in which they will gain additional knowledge and clinical expertise in a defined area of advanced nursing practice. Core knowledge in the scientific, philosophical, ethical, health policy and business aspects of clinical practice will provide a foundation for the DNP residency and final evidence-based translational project.

### General Regulations

Residency Requirement—students must fulfill this requirement by enrolling in:

1. 12 units of on-campus doctoral coursework during a 12-month period OR
2. 6 units of on-campus doctoral coursework during each of two consecutive summer sessions.

Transfer of Credit — (See also Transfer of Graduate Credit, page 35) Students may transfer up to 6 units of post-master's work with approval. Extension credit is not transferable.

Time Limit—students are allowed a maximum of three years to complete the program.

Requirements for the Doctor of Nursing Practice Degree Program of Study for APRNs

The program of study includes a minimum of 34 units of post-Master's coursework, 10 units of which are required for the DNP residency.

### I. Core Component (24 units)

Designed to provide core knowledge in the scientific, philosophical, ethical, health policy and business aspects of clinical practice to further develop the advanced practice registered nurse.

- DNPC 610 Philosophy of Reflective Practice (3)
- DNPC 611 Methods of Translational Science (3)

- DNPC 622 Pathogenesis of Complex Disease (3)
- DNPC 625 Epidemiology and Biostatistics (3)
- DNPC 624 Strategic Planning and Information Management (3)
- DNCP 686 Perspectives in Program Evaluation (3)
- ENLC 553 Financial Management in Health Care (3)
- PHDN 648 Health Policy Analysis (3)

**II. Clinical Residency (10 units minimum)**

Designed to extend clinical and leadership skills in a specialty area of advanced nursing practice through additional clinical experience and the design, implementation and evaluation of a final evidence-based translational project.

- DNPC 630 DNP Residency: 10 units total (1-6 units can be taken each semester)

## Doctor of Nursing Practice Degree for RNs

This program is designed for RNs who desire APRN preparation as nurse practitioners or clinical nurse specialists with leadership expertise at the clinical doctorate level. Core knowledge in the scientific, philosophical, ethical, health policy and business aspects of clinical practice will provide a foundation for the clinical coursework, DNP residency and final evidence-based translational project.

Options include NP preparation as a Family Nurse Practitioner (FNP), dual Pediatric Nurse Practitioner/Family Nurse Practitioner (PNP/FNP), dual Adult Gerontology Nurse Practitioner/Family Nurse Practitioner (AGNP/FNP) and Family/Lifespan Psychiatric-Mental Health Nurse Practitioner (PMHNP) as well as Clinical Nurse Specialist

(CNS) preparation in Adult-Gerontology. Dual preparation as a Nurse Practitioner and Clinical Nurse Specialist in Psychiatric-Mental Health is also available.

### General Regulations

Residency Requirement: Students must fulfill this requirement by enrolling in:

1. 12 units of on-campus doctoral coursework during a 12-month period OR
2. 6 units of on-campus doctoral coursework during each of two consecutive summer sessions.

### Transfer of Credit

(See also Transfer of Graduate Credit, page 35) Students may transfer up to six units of post-master's work with approval. Extension credit is not transferable.

Time Limit—students are allowed a maximum of three years to complete the program.

### Requirements for the Doctor of Nursing Practice Degree Program of Study for RNs

The program of study includes a minimum of 34 units of post-master's coursework, 10 units of which are required for the DNP residency.

#### A. Post BSN DNP with Family Nurse Practitioner Preparation (Total units: 78)

##### I. MSN Core (6 units)

- MSNC 511 Evidence Based Practice: Role of Theory and Research (3)
- MSNC 512 Influencing the Health Care Environment: Policy and Systems (3)

### Additional Requirements for Admission

## Doctor of Nursing Practice

See page 22 for basic admission requirements.

Entrance Semester	Fall
Application Deadline	March 1
Minimum Grade Point Average	3.0 on a 4.0 scale
Required Licenses	Current RN license, APRN certification OR APRN student status
Additional Requirements	Three references by doctorally prepared faculty members or clinicians Example of scholarly writing (thesis, article, paper) Goal statement that elucidates a specific clinical practice focus and clinical issue or problem Personal interview

## II. APN Core (10 units)

- APNC 520 Pathophysiology (3)
- APNC 521 Physical Assessment and Diagnosis (4)
- APNC 523 Pharmacology in Health Management (3)

## III. Emphasis (30 units)

- NPTC 602 Primary Care I (4)
- NPTC 604 Primary Care IIA (6)
- NPTC 605 Primary Care IIB (6)
- NPTC 608 Primary Care IIIA (7)
- NPTC 609 Primary Care IIIB (7)

## IV. DNP Core Component (24 units)

Designed to provide core knowledge in the scientific, philosophical, ethical, health policy and business aspects of clinical practice to further develop the advanced practice registered nurse.

- DNPC 610 Philosophy of Reflective Practice (3)
- DNPC 611 Methods of Translational Science (3)
- DNPC 622 Pathogenesis of Complex Disease (3)
- DNPC 625 Epidemiology and Biostatistics (3)
- DNPC 624 Strategic Planning and Information Management (3)
- DNPC 686 Perspectives in Program Evaluation (3)
- ENLC 553 Financial Management in Health Care (3)
- PHDN 648 Health Policy Analysis (3)

## V. Clinical Residency (8 units minimum)

Designed to extend clinical and leadership skills in a specialty area of advanced nursing practice through additional clinical experience and the design, implementation and evaluation of a final project

- DNPC 630 DNP Residency: 8 units total (1-6 units can be taken each semester)

## B. Post BSN DNP with Dual Pediatric Nurse Practitioner/Family Nurse Practitioner Preparation

(Total units: 81)

### I. MSN Core (6 units)

- MSNC 511 Evidence Based Practice: Role of Theory and Research (3)
- MSNC 512 Influencing the Health Care Environment: Policy and Systems (3)

### II. APN Core (10 units)

- APNC 520 Pathophysiology (3)
- APNC 521 Physical Assessment and Diagnosis (4)
- APNC 523 Pharmacology in Health Management (3)

## III. Emphasis (33 units)\*

- NPTC 602 Primary Care I (4)
- NPTC 604 Primary Care IIA (6)
- NPTC 605 Primary Care IIB (6)
- NPTC 608 Primary Care IIIA (7)
- NPTC 609 Primary Care IIIB (7)
- NPTC 549 Selected Topics for Primary Care of Children (3)
- NPTC 550 Selected Topics for Primary Care of Children Practicum (3)

\*Units embedded within DNPC 630.

## IV. DNP Core Component (24 units)

Designed to provide core knowledge in the scientific, philosophical, ethical, health policy and business aspects of clinical practice to further develop the advanced practice registered nurse.

- DNPC 610 Philosophy of Reflective Practice (3)
- DNPC 611 Methods of Translational Science (3)
- DNPC 622 Pathogenesis of Complex Disease (3)
- DNPC 625 Epidemiology and Biostatistics (3)
- DNPC 624 Strategic Planning and Information Management (3)
- DNPC 686 Perspectives in Program Evaluation (3)
- ENLC 553 Financial Management in Health Care (3)
- PHDN 648 Health Policy Analysis (3)

## V. Clinical Residency (8 units minimum)

Designed to extend clinical and leadership skills in a specialty area of advanced nursing practice through additional clinical experience and the design, implementation and evaluation of a final project

- DNPC 630 DNP Residency: 8 units total (1-6 units can be taken each semester)

## C. Post BSN DNP with Dual Adult Gerontology Nurse Practitioner/Family Nurse Practitioner Preparation

(Total units: 81)

### I. MSN Core (6 units)

- MSNC 511 Evidence Based Practice: Role of Theory and Research (3)
- MSNC 512 Influencing the Health Care Environment: Policy and Systems (3)

### II. APN Core (10 units)

- APNC 520 Pathophysiology (3)
- APNC 521 Physical Assessment and Diagnosis (4)
- APNC 523 Pharmacology in Health Management (3)

### III. Emphasis (33 units)\*

NPTC 602	Primary Care I (4)
NPTC 604	Primary Care IIA (6)
NPTC 605	Primary Care IIB (6)
NPTC 608	Primary Care IIIA (7)
NPTC 609	Primary Care IIIB (7)
NPTC 535	Management of Older Adults with Long-Term Health Care Problems (3)
NPTC 537	Management of Older Adults with Long-Term Health Care Problems Practicum (3)

\*Units embedded within DNPC 630.

### IV. DNP Core Component (24 units)

Designed to provide core knowledge in the scientific, philosophical, ethical, health policy and business aspects of clinical practice to further develop the advanced practice registered nurse.

DNPC 610	Philosophy of Reflective Practice (3)
DNPC 611	Methods of Translational Science (3)
DNPC 622	Pathogenesis of Complex Disease (3)
DNPC 625	Epidemiology and Biostatistics (3)
DNPC 624	Strategic Planning and Information Management (3)
DNPC 686	Perspectives in Program Evaluation (3)
ENLC 553	Financial Management in Health Care (3)
PHDN 648	Health Policy Analysis (3)

### V. Clinical Residency (8 units minimum)

Designed to extend clinical and leadership skills in a specialty area of advanced nursing practice through additional clinical experience and the design, implementation and evaluation of a final project

DNPC 630	DNP Residency: 8 units total (1-6 units can be taken each semester)
----------	---

### D. Post BSN DNP with Family/Lifespan Psychiatric Mental Health Nurse Practitioner Preparation

(Total units 78)

#### I. MSN Core (6 units)

MSNC 511	Evidence Based Practice: Role of Theory and Research (3)
MSNC 512	Influencing the Health Care Environment: Policy and Systems (3)

#### II. APN Core (15 units)

APNC 520	Pathophysiology (3)
APNC 521	Physical Assessment and Diagnosis (4)
APNC 523	Pharmacology in Health Management (3)
APNC 624	Psychopharmacology (3)
APNC 627	Biopsychosocial Foundations of Behavior (2)

### III. Emphasis (25 units)

NPTC 602	Primary Care I (4)
NPTC 651	Comprehensive Evaluation of Individuals with Psychiatric Mental Health Conditions (4)
NPTC653	Individual Psychotherapy with Children and Adolescents (4)
NPTC 655	Individual Psychotherapy with Adults (5)
NPTC 657	Psychotherapy with Group and Family Systems (6)
NPTC 660	Advanced Psychiatric APRN Clinical Practicum (2)

### IV. DNP Core Component (24 units)

Designed to provide core knowledge in the scientific, philosophical, ethical, health policy and business aspects of clinical practice to further develop the advanced practice registered nurse.

DNPC 610	Philosophy of Reflective Practice (3)
DNPC 611	Methods of Translational Science (3)
DNPC 622	Pathogenesis of Complex Disease (3)
DNPC 625	Epidemiology and Biostatistics (3)
DNPC 624	Strategic Planning and Information Management (3)
DNPC 686	Perspectives in Program Evaluation (3)
ENLC 553	Financial Management in Health Care (3)
PHDN 648	Health Policy Analysis (3)

### V. Clinical Residency (8 units minimum)

Designed to extend clinical and leadership skills in a specialty area of advanced nursing practice through additional clinical experience and the design, implementation and evaluation of a final project.

DNPC 630	DNP Residency: 8 units total (1-6 units can be taken each semester)
----------	---

### E. Post BSN DNP with Adult Gerontology Clinical Nurse Specialist Preparation

(Total units: 81)

#### I. MSN Core (6 units)

MSNC 511	Evidence Based Practice: Role of Theory and Research (3)
MSNC 512	Influencing the Health Care Environment: Policy and Systems (3)

#### II. APN Core (10 units)

APNC 520	Pathophysiology (3)
APNC 521	Physical Assessment and Diagnosis (4)
APNC 523	Pharmacology in Health Management (3)
APNC 619	APRN Specialty Role (4)

### III. Emphasis (20 units)

- ACNS 632 Adult Gero I: CNS Practice in the Individual Care Sphere (8)
- ACNS 634 Adult Gero II: CNS Practice in the Nurse/Staff Sphere (7)
- ACNS 636 Adult Gero III: CNS Practice in the Organizational/Systems Sphere (6)
- ACNS 638 Adult Gero IV: Advanced CNS Practicum (5)

### IV. DNP Core Component (24 units)

Designed to provide core knowledge in the scientific, philosophical, ethical, health policy and business aspects of clinical practice to further develop the advanced practice registered nurse.

- DNPC 610 Philosophy of Reflective Practice (3)
- DNPC 611 Methods of Translational Science (3)
- DNPC 622 Pathogenesis of Complex Disease (3)
- DNPC 625 Epidemiology and Biostatistics (3)
- DNPC 624 Strategic Planning and Information Management (3)
- DNPC 686 Perspectives in Program Evaluation (3)
- ENLC 553 Financial Management in Health Care (3)
- PHDN 648 Health Policy Analysis (3)

### V. Clinical Residency (8 units minimum)

Designed to extend clinical and leadership skills in a specialty area of advanced nursing practice through additional clinical experience and the design, implementation and evaluation of a final project

- DNPC 630 DNP Residency: 8 units total (1-6 units can be taken each semester)

## Master of Science in Nursing

### Master of Science in Nursing Program Goals

#### MSN Learning Outcomes

- Demonstrate advanced clinical expertise based on nursing and related disciplines.
- Provide leadership in integrating research into practice.
- Utilize research-based evidence as a foundation for practice.
- Apply information technology to enhance nursing education, practice and research.
- Engage in multi-sectoral collaboration to improve health care delivery; assuming responsibility for the delegation and oversight of care delivery by other staff as deemed appropriate.
- Provide leadership in formulating and implementing policy that contributes to ongoing improvement of health care delivery.
- Practice from an ethical and legal perspective that acknowledges conflicting values and rights as they affect health care decisions.
- Assume and develop advanced clinical roles to meet societal needs in a rapidly changing national and global health care arena.
- Provide innovative care that promotes health and quality of life for culturally diverse individuals, families and populations.
- Analyze emerging issues confronting nurses and society as a basis for enacting social change in ways that foster health.

### General Requirements for the Master of Science in Nursing Degree

#### 1. Course and GPA Requirements

All candidates for the MSN 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 DNP NP, MSN NP and MEPN 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. Students repeating a clinical management course who earn a grade lower than "B-" will not be allowed to repeat the course and will be dropped from the program.

## 2. Time Limits

All students are expected to complete their programs within five 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.

## MSN Programs of Study

Required coursework for the programs that lead to the MSN 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/nursing/programs/msn](http://www.sandiego.edu/nursing/programs/msn)

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 in programs where these units are required.

A. 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)

B. 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)

C. Nursing Education option offers didactic and experiential preparation to masters' students interested in beginning level educator roles in clinical or academic settings. Students interested in preparing for the nurse educator role may enroll in the following courses.

### Required units:

MSNE 532 Theory of Nursing Education (3)

MSNE 592 Teaching Practicum (3)

## A. Family Nurse Practitioner

(Total units: 46)

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 NP certification and national certification as family nurse practitioners.

### I. MSN Core (6 units)

MSNC 511 Evidence Based Practice: Role of Theory and Research (3)

MSNC 512 Influencing the Health Care Environment: Policy and Systems (3)

### II. APN Core (10 units)

APNC 520 Pathophysiology (3)

APNC 521 Physical Assessment and Diagnosis (4)

APNC 523 Pharmacology in Health Management (3)

### III. Emphasis (30 units)

NPTC 602 Primary Care I (4)

NPTC 604 Primary Care IIA (6)

NPTC 605 Primary Care IIB (6)

NPTC 608 Primary Care IIIA (7)

NPTC 609 Primary Care IIIB (7)

### Subspecialty Options Available

Mind-Body-Spirit Health Care

Latino Health Care

## B. Dual Certification Pediatric Nurse Practitioner/ Family Nurse Practitioner

(Total units: 52)

This curriculum prepares pediatric and 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 NP certification and national certification as pediatric and family nurse practitioners.

### I. MSN Core (6 units)

- MSNC 511 Evidence Based Practice: Role of Theory and Research (3)
- MSNC 512 Influencing the Health Care Environment: Policy and Systems (3)

### II. APN Core (10 units)

- APNC 520 Pathophysiology (3)
- APNC 521 Physical Assessment and Diagnosis (4)
- APNC 523 Pharmacology in Health Management (3)

### III. Emphasis (36 units)

- NPTC 602 Primary Care I (4)
- NPTC 604 Primary Care IIA (6)
- NPTC 605 Primary Care IIB (6)
- NPTC 608 Primary Care IIIA (7)
- NPTC 609 Primary Care IIIB (7)
- NPTC 549 Selected Topics for Primary Care of Children (3)
- NPTC 550 Selected Topics for Primary Care of Children Practicum (3)

#### Subspecialty Options Available

- Mind-Body-Spirit Health Care
- Latino Health Care

### C. Dual Certification Adult Gerontology Nurse Practitioner/Family Nurse Practitioner

(Total units: 52)

This curriculum prepares adult and 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 NP certification and national certification as adult-gerontology and family nurse practitioners.

#### I. MSN Core (6 units)

- MSNC 511 Evidence Based Practice: Role of Theory and Research (3)
- MSNC 512 Influencing the Health Care Environment: Policy and Systems (3)

#### II. APN Core (10 units)

- APNC 520 Pathophysiology (3)
- APNC 521 Physical Assessment and Diagnosis (4)
- APNC 523 Pharmacology in Health Management (3)

#### III. Emphasis (36 units)

- NPTC 602 Primary Care I (4)
- NPTC 604 Primary Care IIA (6)
- NPTC 605 Primary Care IIB (6)
- NPTC 608 Primary Care IIIA (7)
- NPTC 609 Primary Care IIIB (7)

- NPTC 535 Management of Older Adults with Long-Term Health Care Problems (3)

- NPTC 537 Management of Older Adults with Long-Term Health Care Problems Practicum (3)

#### Subspecialty Options Available

- Mind-Body-Spirit Health Care
- Latino Health Care

### D. Family/Lifespan Psychiatric Mental Health Nurse Practitioner

(Total units: 46)

This curriculum prepares psychiatric mental health nurse practitioners for advanced practice roles in the provision of primary care to individuals, families and groups across the age span in a variety of ambulatory care settings. Graduates are eligible for state NP certification and national certification as psychiatric-mental health nurse practitioners.

#### I. MSN Core (6 units)

- MSNC 511 Evidence Based Practice: Role of Theory and Research (3)
- MSNC 512 Influencing the Health Care Environment: Policy and Systems (3)

#### II. APN Core (15 units)

- APNC 520 Pathophysiology (3)
- APNC 521 Physical Assessment and Diagnosis (4)
- APNC 523 Pharmacology in Health Management (3)
- APNC 624 Psychopharmacology (3)
- APNC 627 Biopsychosocial Bases of Behavior for Advanced Clinicians (2)

#### III. Emphasis (25 units)

- NPTC 602 Primary Care I (4)
- NPTC 651 Comprehensive Evaluation of Individuals with Psychiatric Mental Health Conditions (4)
- NPTC 653 Individual Psychotherapy with Children & Adolescents (4)
- NPTC 655 Individual Psychotherapy with Adults (5)
- NPTC 657 Psychotherapy with Group and Family Systems (6)
- NPTC 660 Advanced Psychiatric APRN Clinical Practicum (2)

#### Subspecialty Options Available

- Mind-Body-Spirit Health Care
- Latino Health Care



## E. Adult-Gerontology Clinical Nurse Specialist

(Total units: 46)

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-gerontology clinical nurse specialists in adult health.

### I. MSN Core (6 units)

- MSNC 511 Evidence Based Practice: Role of Theory and Research (3)  
MSNC 512 Influencing the Health Care Environment: Policy and Systems (3)

### II. APN Core (13 units)

- APNC 520 Pathophysiology (3)  
APNC 521 Physical Assessment and Diagnosis (4)  
APNC 523 Pharmacology in Health Management (3)  
APNC 619 APRN Specialty Role

### III. Emphasis (20 units)

- ACNS 632 Adult Gero I: CNS Practice in the Individual Care Sphere (8)  
ACNS 634 Adult Gero II: CNS Practice in the Nurse/Staff Sphere (6)  
ACNS 636 Adult Gero III: CNS Practice in the Organizational/Systems Sphere (6)  
ACNS 638 Adult Gero IV: Advanced CNS Practicum (5)

### Subspecialty Options Available

Mind-Body-Spirit Health Care  
Latino Health Care

## F. Master's Entry Program in Nursing (MEPN)

This curriculum prepares individuals with degrees from other fields to obtain knowledge and clinical experience for the NCLEX exam and graduate level generalist nursing abilities.

### Semester I (Fall) 15units

- MEPN 521 Health Assessment (3)  
MEPN 533 Conceptual Basis of Professional Nursing Practice (2)  
MEPN 534/534P Fundamentals of Nursing (3)  
MEPN 535 Introduction to Pharmacology in Nursing Practice (2)  
MEPN 555/555P Nursing Practice with Adult and Older Adult Patients with Acute and Chronic Health Problems I (5)

### Semester II (Spring) 13 units

- MEPN 556/556P Nursing Practice with Adult and Older Adult Patients with Acute and Chronic Health Problems II (6)  
MEPN 557/557P Nursing Practice with Psych-Mental Health Clients (4)  
MSNC 511 Evidenced Based Practice: The Role of Theory and Research (3)

### Semester III (Summer) 12 units

- MSNC 503 Nursing Practice with Diverse Families in Communities (2)  
MSNE 546 Care of the Diverse Family: Field Experiences (2)  
MEPN 558/558P Nursing Practice with Mothers and Infants (4)  
MEPN 559/559P Nursing Practice with Children with Acute & Chronic Health Problems (4)

### Semester IV (Fall) 16 units

- MEPN 547/547P Care of Populations (4)  
MSNC 534/534P Clinical Nursing Leadership: Theory and Practice (6)  
MSNC 512 Influencing the Health Care Environment: Policy and Systems (3)  
HCIN 540 Introduction to Health Care Information Management (3)

### Semester V (Spring) 15 - 16 units

- APNC 520 Pathophysiology (3)  
MSNC 518 Physical Assessment and Diagnosis for RNs (4)  
MSNC 519 Pharmacology II: Application to Practice (3)  
MEPN 560/560P Advanced Generalist Internship (5)  
Optional: MEPN 598: Externship (1) \*Can only be taken in semester IV or V.

## G. Clinical Nurse Leader (CNL)

This curriculum prepares registered nurses as generalists at the graduate level to improve patient care and patient bedside health care delivery.

- MSNC 511 Evidenced Based Practice: The Role of Theory and Research (3)
- MSNC 512 Influencing the Health Care Environment: Policy and Systems (3)
- MSNC 518 Physical Assessment and Diagnosis for RNs (4)
- MSNC 519 Pharmacology II: Application to Practice (3)
- MSNC 534 Clinical Nursing Leadership: Theory and Practice (6)
- APNC 520 Pathophysiology (3)
- HCIN 540 Introduction to Health Care Information Management (3)
- ENLC 598 Independent Practicum (3)

## H. Executive Nurse Leader (ENL)

This curriculum prepares graduates for leadership and general management positions in client-care services administration within all types of health care organizations and geographic settings.

- ENLC 500 Health Care Leadership, Values and Social Justice (3)
- ENLC 553 Financial Management in Health Systems (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)
- HCIN 540 Introduction to Health Care Information Management (3)
- MSNC 511 Evidence Based Practice: Role of Theory and Research (3)
- MSNC 512 Influencing the Health Care Environment: Policy and Systems (3)
- PHDN 607 Applied Statistics and Quantitative Research Methods (3)

## I. Health Care Informatics-MSN and MS (HCI)

The HCI curriculum integrates health care technology, leadership and business knowledge and skills in preparing graduates for leadership and general management positions in client-care services administration within health care organizations.

## MSN Curriculum Plan

- MSNC 511 Evidence Based Practice: Role of Theory and Research (3)
- HCIN 540 Introduction to Health Care Information Management (3)
- ENLC 556 Management of Health System Care Delivery and Outcomes (3)
- PHDN 607 Applied Statistics and Quantitative Research Methods (3)
- MSNC 512 Influencing the Health Care Environment: Policy and Systems (3)
- HCIN 542 Systems Analysis and Design for Health Care Management (3)
- HCIN 543 Database Design and Knowledge Management (3)
- HCIN 544 Advanced Health Care Information Management (3)
- ENLC 557 Strategic Planning & Management of Health Systems (3)
- ENLC 553 Financial Management in Health Systems (3)
- HCIN 545 Residency in Health Care Informatics Capstone (3)

## MS Curriculum Plan

- HCIN 540 Introduction to Health Care Information Management (3)
- HCIN 541 Introduction to Health Care Delivery Systems (3)
- ENLC 556 Management of Health System Care Delivery and Outcomes (3)
- PHDN 607 Applied Statistics and Quantitative Research Methods (3)
- ENLC 500 Health Care Leadership, Values and Social Justice (3)
- HCIN 542 Systems Analysis and Design for Health Care Management (3)
- HCIN 543 Database Design and Knowledge Management (3)
- HCIN 544 Advanced Health Care Information Management (3)
- ENLC 557 Strategic Planning and Management of Health Systems (3)
- ENLC 553 Financial Management in Health Systems (3)
- HCIN 545 Residency in Health Care Informatics Capstone (3)

## Courses

### ACNS 632 ADULT-GERO I: CNS PRACTICE IN THE INDIVIDUAL PATIENT SPHERE (8)

Focuses on the patient CNS sphere of influence with individuals 20 years and older including the geriatric population and their families within a variety of settings. Emphasis is on clinical decision-making, diagnostics, nursing therapeutics, management of symptoms/problems and the continuity of care for patients with acute or chronic conditions. Students analyze clinical data and multiple evidence-based sources to guide nursing practice and evaluate CNS practice outcomes. Related classroom,

seminar, lab and clinical experiences in selected health care and community settings provide opportunity for application of these concepts. 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.

### ACNS 634 ADULT-GERO II: CNS PRACTICE IN THE NURSE SPHERE (6)

Analyzes and operationalizes principles of clinical leadership with nursing staff who care for individuals 20 years of age and older in a variety of settings. Emphasizes knowledge dissemination through the promotion of innovation, change and diffusion of evidence. Successful

## Additional Requirements For Admission Master Of Science In Nursing Degree

See page 22 for basic admission requirements.

Entrance Semesters	Fall and Spring: (Program Specific—See Below)
Application Deadlines	<p>Fall Only:</p> <ul style="list-style-type: none"> <li>Master's Entry Program in Nursing (MEPN)</li> <li>Nov. 1</li> <li>Master of Science in Nursing (MSN)</li> <li>All Nurse Practitioner Specialties</li> <li>March 1</li> </ul> <p>Fall Only:</p> <ul style="list-style-type: none"> <li>Master of Science in Nursing (MSN)</li> <li>Adult Clinical Nurse Specialist</li> <li>Executive Nurse Leader</li> <li>Clinical Nurse Leader</li> <li>Health Care Informatics-MS</li> <li>Health Care Informatics-MSN</li> </ul> <p>Accelerated RN—Master of Science in Nursing</p> <ul style="list-style-type: none"> <li>March 1 for Fall</li> <li>Nov. 1 for Spring</li> </ul>
Standardized Admission Test	The Graduate Record Examination is recommended but not required for applicants to the Master's Entry Program in Nursing (MEPN)
Required Licenses	Current California Registered Nurse license (not applicable for MEPN)
Additional Requirements	<p>Three professional references</p> <p>Personal statement of career goals</p> <p>Personal interview</p> <p>Minimum Grade Point Average: 3.0 on a 4.0 scale (All Nurse Practitioner Specialties)</p> <p>Please check the Hahn School of Nursing and Health Science website for additional program specific requirements, (<a href="http://www.sandiego.edu/academics/nursing/">www.sandiego.edu/academics/nursing/</a>)</p>

completion of both the theory and clinical components of the course with a letter grade of B- or higher is necessary to pass this course

**ACNS 636 ADULT-GERO III: CNS PRACTICE IN THE ORGANIZATIONAL/SYSTEMS SPHERE (6)**

Emphasizes theories and principles of change management at the systems level. Analyzes and operationalizes CNS leadership principles in organizations/systems in which nursing care is provided for individuals 20 years of age and older. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher is necessary to pass this course

**ACNS 638 ADULT GERONTOLOGY IV: ADVANCED CNS PRACTICUM (5)**

Focuses on further development of evidence-based clinical knowledge and expertise in a selected area of CNS practice. Students design and implement an evidence-based clinical project for individuals 20 years of age and older. The project represents an innovative approach to a clinical problem or professional issue and integrates benchmarks and nursing and health-related theory and research. Provides opportunities to explore CNS role development issues. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher is necessary to pass this course.

**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 patient situations as a basis for interpreting assessment data and developing appropriate health care regimens for common disease processes.

**APNC 521 PHYSICAL ASSESSMENT AND DIAGNOSIS (4)**

Focuses on theoretical and practical principles of holistic advanced health assessment across the lifespan. Emphasis is on methods of comprehensive data gathering and analyses, including history taking and physical examination, screening for common diseases, diagnostic procedures and clinical decision-making. Laboratory experiences and standardized patients provide the opportunity for the integration and application of theory. Introduces students to advanced clinical practice roles. Minimum grade of "B-" required. Corequisite or prerequisite: APNC 520. Lab fee required.

**APNC 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 common health problems and to monitor the effects of established drug regimens and modify them to improve clients' health states and quality of life. Prerequisite: APNC 520 or consent of instructor.

**APNC 624 PSYCHOPHARMACOLOGY (3)**

Provides the Advanced Practice Registered Nurse (APRN) with the basic knowledge and understanding needed to initiate, monitor and adjust as required, the appropriate pharmacologic agents prescribed for the treatment of adult patients (including those 16 years old and older) with common mental health conditions.

**APNC 627 BIOPSYCHOSOCIAL FOUNDATIONS OF BEHAVIOR (2)**

Analyzes and integrates a comprehensive array of interpretations to the understanding of human behavior. Considers mind-body-spirit approaches to behavior change across the lifespan. Analyzes evidence-based data along with mental wellness-illness continuum that will inform decisions and guide advanced practice nursing in collaboration with other health care disciplines.

**DNPC 610 PHILOSOPHY OF REFLECTIVE PRACTICE (3)**

Provides the student with the opportunity to explore the philosophical underpinnings of reflective practice (praxis) and practice inquiry. Topics include ontology and epistemology of reflective practice and current practice inquiry perspectives. Selected methodologies and their philosophical assumptions are explored as a basis for creating a praxis-based model of advanced nursing informed by translational science. Prerequisite: Admission to the DNP Program or permission of instructor.

**DNPC 611 METHODS OF TRANSLATIONAL SCIENCE (3)**

Critical analysis, synthesis and application of translational research models. Areas of emphasis include: (a) bridging the gulf between scientific research and clinical practice, (b) evaluation of research findings for application in evidence based practice, (c) analytic approaches to translational research (including interdisciplinary models) and (d) examining the impact of translational research findings into practice at the individual, family, system and population level. Prerequisite: Admission to the DNP Program or permission of instructor.

**DNPC 622 PATHOGENESIS OF COMPLEX DISEASE (3)**

Examines the pathogenesis of complex disease states in acutely or chronically ill individuals with an emphasis on multi-system conditions, environmental and nutritional stressors and genetic influences that are responsible for cellular adaptation, injury, overproliferation and growth and death. Psychoneuroimmunologic, pharmacogenetic and carcinogenic theories will be integrated into this discussion. Prerequisite: Admission to the DNP Program or permission of instructor.

**DNPC 625 EPIDEMIOLOGY AND BIOSTATISTICS (3)**

Focuses on the application of epidemiologic principles and biostatistical analysis to resolution of health problems. Emphasizes the use of epidemiologic models to identify factors contributing to health problems and to plan health care delivery programs to address contributing factors. Addresses use of biostatistical techniques to identify relationships among contributing factors and health problems encountered in practice. Prerequisite: DNPC 610, DNPC 611 or permission of instructor.

**DNPC 626 STRATEGIC PLANNING AND INFORMATION MANAGEMENT IN HEALTH CARE (3)**

Emphasizes strategic planning and management, systems and organizational theories, quality improvement and information management. Acquaints students with the processes, tools and techniques of strategic planning that will enable them to manage their patient population and to contribute effectively to strategic thinking and action in health systems. Focuses on leadership and the process of health care delivery from a systems perspective, emphasizing continuous process improvement as crucial to achieving high quality outcomes. Prerequisites: DNPC 625, ENLC 553 or permission of instructor

**DNPC 630 DNP RESIDENCY (1-6)**

This course prepares the graduate to: 1) design, deliver and evaluate comprehensive evidenced-based care to individuals and/aggregates incorporating advanced practice nursing competencies; 2) provide leadership in promoting evidenced-based practice in an advanced practice specialty and 3) function as a practice specialist/consultant in the resolution of clinical problems. Prerequisites: Six units of DNP core and APRN status or APRN student status.

**DNPC 686 PERSPECTIVES IN PROGRAM PLANNING AND EVALUATION (3)**

Prepares students to design, implement and evaluate health care delivery or other programs. Focuses on principles of program planning and evaluation and models applicable to comprehensive systematic evaluations of complex delivery programs. Students design and implement an evaluation of a specific evidence-based practice project or program.

**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)**

Provides a forum for the exploration and evaluation of the financial environment of the health care industry and how it specifically affects the role of the nurse manager, the nurse executive, the advanced practice nurse and the nurse entrepreneur. Additionally the course will emphasize the development of practical financial analysis skills that will provide students with a foundation for immediate application within the health care delivery system.

**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.

**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.

**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.

**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.

**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.

**HCIN 540 INTRODUCTION TO HEALTH CARE INFORMATION MANAGEMENT (3)**

Provides students with necessary skills to understand the basis for health care informatics. Emphasizes basic understanding of computer hardware, network architecture, clinical application of electronic health records and health care software applications. Includes relevant regulatory, patient privacy, security and reimbursement issues. Examines current trends in meaningful use and electronic health record (EHR) certification as a foundation for understanding emerging issues in health care informatics.

**HCIN 541 INTRODUCTION TO HEALTH CARE DELIVERY SYSTEMS (3)**

Provides an overview of the health care delivery system, professional roles, care delivery models and relevant regulatory environment in the United States. Overviews common chronic and acute disease states that drive the U.S. healthcare system to provide the student with context for care delivery models. Intended for non-clinician students or individuals who lack significant professional health care employment experience.

**HCIN 542 SYSTEMS ANALYSIS AND DESIGN FOR HEALTH CARE INFORMATICS (3)**

Prepares students in the planning, analysis, design and implementation of computer-based information and technology systems. Includes systems development life cycle, project management skills, requirement analysis and specification, feasibility and cost-benefit analysis, logical and physical design, prototyping, system validation, deployment, human factors and post-implementation review.

**HCIN 543 DATABASE DESIGN AND KNOWLEDGE MANAGEMENT (3)**

Provides opportunities to gain advanced skills in data and knowledge management. Addresses applied skills in database design, data structure, modeling and development of database management systems to resolve problems in health care informatics and research settings. Also focuses on development of fundamental skills in knowledge management and knowledge engineering as applied to the health care environment. Provides an overview of national health care databases such as National Database of Nursing Quality Indicators (NDNQI) and Centers for Medicare and Medicaid Services (CMS) Core measures and data mining techniques. Promotes skills in accessing clinical databases to resolve selected clinical problems.

**HCIN 544 ADVANCED HEALTH CARE INFORMATION MANAGEMENT (3)**

Provides information and skills necessary for leadership in informatics roles in health care systems. Emphasizes design, implementation and evaluation of electronic health record systems and clinical decision support systems. Also addresses regulatory, reimbursement, ethical issues and emerging technology in health care informatics.

**HCIN 545 RESIDENCY IN HEALTH CARE INFORMATICS CAPSTONE (3)**

Provides an integrative field experience to synthesize and apply knowledge attained in the HCIN core courses. Includes related practices and seminar experiences that foster achievement of career goals related to health care informatics.

**MEPN 500 NUTRITION FOR NURSING PROFESSIONALS (1)**

Provides an introduction to principles of nutrition science as a foundation for nursing to manage nutrition-related problems in individuals across the lifespan. Through an online format, the course includes knowledge about basic food components, nutritional requirements throughout the lifespan, age-appropriate nutritional strategies, food labeling, dietary supplements, special diets and weight management.

**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; nursing leaders; and the various professional roles of the nurse. Emphasizes theory-based and evidence-based nursing practice; the theoretical foundations in nursing and those imbedded in the graduate curriculum at USD; introduces APA format for scholarly papers.

**MEPN 534/534P FUNDAMENTALS OF NURSING (3)**

Introduces basic nursing care concepts and skills necessary to work with the adult and older adult hospitalized patient with acute and chronic health problems. Introduces students to the normal and aberrant variations in physiological and pathophysiological health states of adults and older adults with or at risk for altered status in hygiene, mobility, nutrition, skin integrity and bowel and bladder elimination. 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 535 INTRODUCTION TO PHARMACOLOGY IN NURSING PRACTICE (2)**

Provides an overview of the pharmacological concepts of pharmacotherapeutics, pharmacodynamics, pharmacokinetics, contraindications and precautions, adverse effects and drug interactions. The pharmacological concepts of each prototype drug from the following classifications will be included: neurological; cardiovascular; respiratory; gastrointestinal; genitourinary; endocrine and immune; anti-microbial; and antineoplastic. Emphasis will be placed on nursing management that minimizes risks and 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 555/555P NURSING PRACTICE WITH ADULT AND OLDER ADULT PATIENTS WITH ACUTE AND CHRONIC HEALTH PROBLEMS I (5)**

Expands basic nursing care concepts and skills necessary for students to work with the acute and chronic health problems of adult and older adult patients specific to alterations in oxygenation, fluid/electrolyte status, cardiovascular and endocrine systems. Emphasis is on understanding and assessing the pathophysiologic alterations, risks for complications and sequelae and the interventions necessary to stabilize, restore and promote health. Students will 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 is required to pass the course.

**MEPN 556/556P NURSING PRACTICE WITH ADULT AND OLDER ADULT PATIENTS WITH ACUTE AND CHRONIC HEALTH PROBLEMS II (6)**

Requires 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 pathophysiologic disruptions across systems. Emphasis is placed on new content such as pathophysiological alterations in the neurological, musculoskeletal and respiratory systems; and long-term care elements specific to cancer, hospice and rehabilitation. Assists students to refine their knowledge and skills to assess, diagnose, plan, implement and evaluate care related to patient needs, to restore health and prevent complications. 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 557/557P 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 558/558P**

**NURSING PRACTICE WITH MOTHERS AND INFANTS (4)**

Provides a general overview of family, prenatal, 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 559/559P**

**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, the unique presentation of these alterations and 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 appropriate 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 560/560P**

**ADVANCED GENERALIST NURSING INTERNSHIP (5)**

Focuses on integration of learning from all other courses to develop and execute the advanced generalist nursing role when providing holistic care to patients with complex or critical care level health problems and their families in such clinical specialty areas as pediatrics, high risk OB, crisis psych-mental health and adult medical-surgical units. Emphasizes care of complex patients, identifying rapid response clinical situations by differentiating emergent, urgent and non-emergent clinical states, developing, implementing and evaluating evidenced-based nursing interventions to assist in a patient's participation in their recovery, prevention of complications and sequelae, reduction of risks and management/stabilization of acute and chronic conditions. 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.

**NPTC 534 HEALTH MANAGEMENT OF THE FRAIL ELDERLY (3)**

Focus on providing a theory base for nursing assessment and management of common physical and psychosocial problems normal age changes among the old-old are discussed in relation to maintenance of functional ability, independence and quality of life within a variety of supportive environments.

**NPTC 535 MANAGEMENT OF OLDER ADULTS WITH LONG-TERM HEALTH PROBLEMS (3)**

This course is designed to provide a theory base for effective clinical and psychosocial management of complex long-term health problems in 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, psychological impact, role adaptations and lifestyle adjustments required of long-term health problems. The structure, regulation and financing of the U.S. long-term health care system is analyzed and the impact of various settings and support services within that system on older adult clients and families experiencing chronic illnesses is explored. Selected complex long-term care pathologies and their clinical treatment and the role and responsibilities of the nurse practitioner in caring for older adult clients with chronic illness are also covered.

**NPTC 536 FRAIL ELDERLY HEALTH MANAGEMENT PRACTICUM (3)**

Clinical experience in assessment and management of the frail elderly patient with selected complex health conditions. Emphasis placed on preventive, health promotion, maintenance and rehabilitation services to maintain functional ability and promotion of quality of life. Clinical supervision is provided by nurse practitioner faculty and on-site preceptors. Weekly seminars with nurse practitioner faculty provide opportunities to synthesize theoretical and experiential learning as well as professional role development.

**NPTC 537 MANAGEMENT OF OLDER ADULTS WITH LONG-TERM HEALTH PROBLEMS PRACTICUM (3)**

NPTC 537 focuses on case management of older adults to facilitate health care transitions and continuity of care with complex long-term health problems. Emphasis is on assisting older adult clients and their families to achieve optimum health, functional ability and quality of life or death. Lab fee required.



**NPTC 549 SELECTED TOPICS FOR PRIMARY CARE OF CHILDREN (3)**

This course focuses on assessment and management of selected topics in children from birth through adolescence by the pediatric nurse practitioner in a variety of collaborative primary care settings. This course builds upon a foundation of knowledge of well child care; variations in growth, development and behavior; and the in-depth management of both common and uncommon complex and chronic pediatric problems.

**NPTC 550 SELECTED TOPICS FOR PRIMARY CARE OF CHILDREN PRACTICUM (3)**

This course focuses on clinical experiences in assessment and management of children from birth through adolescence with selected common and uncommon complex and chronic illnesses in a variety of primary and specialty care settings. Coordination of the child's multidisciplinary care by the pediatric nurse practitioner is emphasized. Lab fee required.

**NPTC 602 PRIMARY CARE I (4)**

Analyzes principles of health promotion, health maintenance and risk assessment across the lifespan by the nurse practitioner in primary care. Emphasizes assessment of development and health behaviors among individuals and families in the context of ethnicity, culture and community. Related classroom, seminar, lab and clinical experiences in selected health care and community settings provide opportunity for application of these concepts. 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. Lab fee required.

**NPTC 604 PRIMARY CARE II A (6)**

Focuses on assessment and management of more common stable acute and chronic health problems in individuals across the lifespan in primary care settings by the nurse practitioner. Evaluates the evidence base for screening, differential diagnosis and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Uses technology and information systems to improve patient outcomes and access to care. Related classroom, seminar, lab and clinical experiences in selected primary care settings provide opportunity for application of these concepts. 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. (Note: This course is the first part of the Primary Care II series. Students complete a total of 80 pediatric, 40 adolescent and 96 adult clinical hours in Primary Care II A and II B.) Lab fee required.

**NPTC 605 PRIMARY CARE II B (6)**

Focuses on assessment and management of less common stable acute and chronic health problems in individuals across the lifespan in primary care settings by the nurse practitioner. Evaluates the evidence base for screening, differential diagnosis and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Uses technology and information systems to improve patient outcomes and access to care. Related classroom, seminar, lab and clinical experiences in selected primary care settings provide opportunity for application of these concepts. 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. (Note: This course is the second part of the Primary Care II series. Students complete a total of 80 pediatric, 40 adolescent and 96 adult clinical hours in Primary Care II A and II B.) Lab fee required.

**NPTC 608 PRIMARY CARE III A (7)**

Focuses on assessment and management of more common complex and/or unstable acute and chronic health problems in individuals across the lifespan in primary care and long-term care settings by the nurse practitioner. Evaluates the evidence base for screening, differential diagnosis and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Uses technology, information systems and business principles to improve patient outcomes and access to care. Related classroom, seminar, lab and clinical experiences in selected primary care and long-term care settings provide opportunity for application of these concepts. 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. (Note: This course is the first part of the Primary Care III series. Students complete a total of 96 pediatric, 48 adolescent and 126 adult clinical hours in Primary Care III A and III B.) Lab fee required.

**NPTC 609 PRIMARY CARE III B (7)**

Focuses on assessment and management of less common complex and/or unstable acute and chronic health problems and emergencies in individuals across the lifespan in primary care and long-term care settings by the nurse practitioner. Evaluates the evidence base for screening, differential diagnosis and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Designs an innovative approach to a clinical problem or APRN professional issue using technology, information

systems and business principles. Related classroom, seminar, lab and clinical experiences in selected primary care and long-term care settings provide opportunity for application of these concepts. 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. (Note: This course is the second part of the Primary Care III series. Students complete a total of 96 pediatric, 48 adolescent and 126 adult clinical hours in Primary Care III A and III B.) Lab fee required.

**NPTC 651 COMPREHENSIVE EVALUATION OF INDIVIDUALS WITH PSYCHIATRIC MENTAL HEALTH CONDITIONS (4)**

Focuses on the knowledge necessary for the comprehensive assessment and management of common and complex psychiatric conditions. Emphasis is on differential diagnosis of the major forms of psychopathology. Classroom, seminar and clinical experiences in selected inpatient and community settings provide opportunities for application of theoretical concepts. 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. Lab fee required.

**NPTC 653 INDIVIDUAL PSYCHOTHERAPY WITH CHILDREN AND ADOLESCENTS (4)**

Introduction to the psychotherapeutic treatment of cognitive, emotional and behavioral problems experienced by children and adolescents. Content builds upon client-centered, cognitive behavioral and psychodynamic techniques. Classroom, lab and clinical experiences in selected inpatient and community settings provide opportunities for application of theoretical concepts. 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.

**NPTC 655 INDIVIDUAL PSYCHOTHERAPY WITH ADULTS (5)**

Focuses on the theory relevant to family psychotherapy. Emphasis is on preparing students to provide appropriate models of psychotherapy within a variety of practice environments. Classroom, seminar and clinical experiences in selected inpatient and community settings provide opportunities for application of theoretical concepts. Classroom, lab and clinical experiences in selected inpatient and community settings provide opportunities for application of theoretical concepts. 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. Lab fee required.

**NPTC 657 PSYCHOTHERAPY WITH GROUP AND FAMILY SYSTEMS (6)**

Focuses on the theory relevant to systems dynamics including group and family psychotherapy. Emphasis is on preparing students to make comprehensive assessments and determine appropriate interventions when working with individuals in complex systems. Classroom, lab and clinical experiences in selected inpatient and community settings provide opportunities for application of theoretical concepts. 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. Lab fee required.

**NPTC 660 ADVANCED PSYCHIATRIC APRN CLINICAL PRACTICUM (2)**

Focuses on further development of evidence-based clinical knowledge and expertise in a selected area of PMHNP practice. Students design an evidence-based clinical project that represents an innovative approach to a clinical problem or professional issue. Seminar and clinical experiences provide opportunities to explore PMHNP role development. Successful completion of both the seminar and clinical components of the course with a letter grade of B- or higher is necessary to pass this course.

**PHDN 601 PHILOSOPHY OF SCIENCE IN NURSING (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 and emancipatory paradigms for their relevance to nursing. Incorporates the social and historical bases of these paradigms for nursing science

**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 608 APPLICATIONS OF MULTIVARIATE STATISTICS (3)**

Statistical methods for multivariate problems in health care including regression diagnostics, probability testing, measurement theory and modeling, cluster analysis, discriminate analysis and principal components. Computer applications included. Prerequisite: PHDN 607.

**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 649 RESEARCH SEMINAR IN HEALTH POLICY (3)**

Explores the evolution of nursing scholarship and its current and potential influence on health policy. Provides an overview of the history of the U.S. health care system including the controversies and challenges of health policy reform and health disparities. Implications for social justice are addressed in view of rising health care costs, increasing health care inequities and modest health care outcomes

**PHDN 650 NURSING RESEARCH SEMINAR (1)**

Provides socialization to the PhD nurse scholar role, with an emphasis on scientific writing and textual reading at the PhD level.

**PHDN 651 NURSING RESEARCH SEMINAR (1)**

Provides guidance on the development of dissertation topic and utilizes writing exercises designed to explicate the research question and the significance of the study area.

**PHDN 652 NURSING RESEARCH SEMINAR (1)**

Provides support for the ongoing development of the dissertation, with an emphasis on the preparation of a critique-based literature review and methodological issues.

**PHDN 653 NURSING RESEARCH SEMINAR (2)**

Provides support for the development of an in depth, detailed plan for data collection and the final preparation of the dissertation proposal for presentation to the Dissertation Committee.

**PHDN 654 NURSING RESEARCH SEMINAR (1)**

Provides support for the actual conduct of the dissertation study, with emphasis on commonly encountered challenges to data collection and management.

**PHDN 655 NURSING RESEARCH SEMINAR (1)**

Provides support for the finalization of the dissertation, with emphasis on data analysis and the preparation of the dissertation findings for final presentation.

**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 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 670 QUANTITATIVE DESIGNS IN RESEARCH (3)**

Critical analysis of scientific inquiry using advanced non-experimental (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, 607 or comparable courses or permission of the 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.

**PHDN 673 INTRODUCTION TO QUALITATIVE RESEARCH: BACKGROUND, PROCESSES AND APPROACHES (3)**

This course is designed as an introduction to qualitative methodologies. It will explore some of the distinguishing characteristics, techniques/methods of data collection and analysis, ethical considerations and diversity of methodological approaches.

**PHDN 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 THE PRACTICE OF QUALITATIVE RESEARCH (3)**

Focuses on the craft of conducting qualitative research. Involves practicing methods of data collection and data analysis. Course content will include issues related to evaluating, communicating (oral and written), (re) presenting and publishing qualitative research findings. Ethical dimensions of qualitative research in human research studies will be emphasized. Throughout the course the contribution of qualitative research to nursing, social and health sciences and nursing practice will be considered. (Required for students using qualitative methods in dissertation research) 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)**

Analysis and evaluation of strategies that facilitate knowledge dissemination in academic settings in nursing. Emphasis is on synthesis of literature related to the unique learning needs of the nurse scholar.

**PHDN 684 SEMINAR IN GRANT WRITING (3)**

Addresses all aspects of grant writing, including funding sources, proposal writing and management of funded projects.

**PHDN 685 WRITING FOR PUBLICATION (3)**

Focuses on scholarly writing in professional nursing. Emphasizes manuscript development for submission for publication. Addresses multiple venues and publication formats. Emphasizes publication of research findings as well as ethical and legal issues in publications.

**PHDN 687 INNOVATIONS IN NURSING EDUCATION (3)**

Explores theoretical foundations and educational philosophies fundamental to nursing education. Innovative teaching strategies and technological approaches to professional education are presented. Experienced faculty/students discuss challenges encountered in teaching nursing students in diversified classrooms.

**PHDN 688 PALLIATIVE CARE ACROSS THE LIFE SPAN (3)**

An in-depth exploration of the roles of the Nurse Researcher and Advanced Practice Nurse in the palliative care setting. Theories of palliative care will be explored as a basis for praxis, the conduct of research and public policy determination. Symptom management, patient-family communication and cultural perspectives of chronic illness are major course themes. Analysis and critique of contemporary research on palliative care is integrated throughout the course.

**PHDN 689 SEMINAR IN HEALTH PROMOTION (3)**

Examines theoretical and empirical explanation of health promotion on the well being of individuals, families and communities. The course encourages students to complete reviews of evidence based research and effectiveness of health promotion programs, health counseling and communication including health education principles, evaluation methods and funding opportunities. Synthesis of the literature in relation to student research interest is required to support development of a dissertation/project relevant to a health promotion concern.

**PHDN 690 SEMINAR IN EXECUTIVE NURSE LEADERSHIP RESEARCH (3)**

Analyzes the state of the science concerning health systems and organizational research and sources of funding. Examines the research focus and career trajectories of key nurse researchers in these areas. Explores theoretical frameworks, ethical considerations, research methods, instrumentation, findings, policy and practice implications and direction for future research.

**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 (5)**

Development and implementation of original research. After completion of 5 units of PHDN 695, candidates must continue to register for 1 unit each semester to maintain candidacy until the completed dissertation is submitted. Prerequisite: Doctoral Candidacy status.

**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.

**PHDN 698 ISSUES IN HEALTH CARE WORK AND WORKERS (3)**

Analyzes the contemporary health care system as well as research on clinical and policy-related issues to facilitate doctoral students in conceptualizing, contextualizing and designing research studies on health care work, health care workers and patients.



Joan B. Kroc  
school of peace studies

## Joan B. Kroc School of Peace Studies

### Administration

Edward Luck, PhD, DEAN

Lee Ann Otto, PhD, ASSOCIATE DEAN, DIRECTOR,  
MA Program in Peace and Justice Studies;  
PROFESSOR, Department of Political Science and  
International Relations

Louis Cappella, ASSISTANT DEAN, Administration and  
Operations

Dee Aker, PhD, INTERIM EXECUTIVE DIRECTOR, Joan B.  
Kroc Institute for Peace & Justice

TBD, PhD, DIRECTOR, Trans-Border Institute

Elisa Lurkis, MA, DIRECTOR, Development and Alumni  
Relations

Patie Rogers, MS, MANAGER, Finance and Budget

Marisa Alioto, BA, ASSISTANT DIRECTOR, Graduate  
Student Services

### Faculty

Ami Carpenter, PhD, ASSISTANT PROFESSOR,  
Conflict Resolution and Peacebuilding, Intervention  
Methodology

William R. Headley, CSSp, PhD, PROFESSOR, Interreligious  
Peacebuilding, Conflict Resolution, Culture and Peace

Christopher McDougal, PhD, ASSISTANT PROFESSOR,  
Economic Development and Peacebuilding, Research  
Methodologies

Charles Reilly, PhD, SENIOR LECTURER in Peacebuilding,  
Civil Society, Non-Violence and Peace Education

Dustin Sharp, JD, ASSISTANT PROFESSOR, Human Rights,  
Transitional Justice, Human Rights Advocacy

Necla Tschirgi, PhD, PROFESSOR of Practice, Human  
Security and Peacebuilding; Peacebuilding, Security  
and Development Nexus

## Master of Arts in Peace and Justice Studies

The Master of Arts in Peace and Justice Studies is an interdisciplinary program at the intersection of conflict analysis and resolution, human rights, development and human security. Students in the program have the opportunity to benefit from the School of Peace Studies' two institutes: the Joan B. Kroc Institute for Peace & Justice and the Trans-Border Institute.

The goals of the program are to produce graduates who are scholar-practitioners capable of relating disciplinary and cross-disciplinary theories of peace and justice to real world problem-solving involving local, regional and international conflict; to foster scholarly agendas that examine the dynamics of justice and peacebuilding; and to facilitate faculty and student interaction and development across disciplines and academic units at University of San Diego, as well as in the community

The Master of Arts in Peace and Justice Studies is designed as a full-time program and is divided into two tracks of study. Individuals with a minimum of three years experience relevant to the field of peace and justice (e.g. NGO, government, or business experience with a focus on human rights, conflict resolution, or development) are eligible to apply for the one-year program. Those without this experience should apply for the seventeen-month program, which includes a required U.S. or international internship. Preference in admission for both tracks will be given to applicants with language skills in addition to English.

### Financial Aid

All applicants accepted into the Peace and Justice Studies Program are eligible to be considered for Gandhi Fellowships, Joan B. Kroc Scholarships in Peace and Justice Studies and Dean's Graduate Merit Scholarships. Application for Program admission constitutes application for all three scholarships. A faculty committee determines fellowship and scholarship awards. The Gandhi Fellowships, Joan B. Kroc Scholarships in Peace and Justice Studies, Dean's Graduate Merit Scholarships and other financial aid are offered to permit full-time study. Contact the Office of Financial Aid at USD for further information regarding financial aid and loans.

## Requirements for the Degree:

### 12-Month Track

- Full-time status as a graduate student
- Approval of courses by the Program Director
- Required Orientation
- 30 units of graduate work with a 3.0 or higher
- Four core courses–12 units (see below)
- Three elective courses (students who wish to focus their studies on an emphasis must take at least two of the three elective courses in their area of emphasis – nine units (see below)
- One skills-based course – three units
- Three one-unit workshops/practica – three units
- Capstone project, must be at “B” or better performance – three units
- No more than six units of course work at the 300 level or 400 level can be counted toward the 30 units.

### 17-Month Track

- Full-time status as a graduate student
- Approval of courses by the Program Director
- Required Orientation
- 33 units of graduate work with a 3.0 or higher
- Four core courses – 12 units (see below)
- Three elective (students who wish to focus their studies on an emphasis must take at least two of the three elective courses in their area of emphasis – nine units (see below)
- One skills-based course m– three units
- Three one-unit workshops/practica – three units
- Internship – three units
- Capstone project, must be at “B” or better performance – three units
- No more than six units of course work at the 300 level or 400 level can be counted toward the 33 units.

## Curriculum

The Peace and Justice Studies Program emphasizes the integration and use of theoretical and practical materials along with the acquisition of skills necessary for the successful pursuit of peace and justice goals. It begins in late August with a required orientation introducing students to the range of interdisciplinary scholarship in the Program. Students in both tracks take four required core courses, one skills-based course, three 1-unit workshops/practica and three elective courses selected in consultation with their advisor. Students who wish to focus their studies on an emphasis (human rights, development and human security, or conflict analysis and resolution) must take at least two of the three elective classes in their area of emphasis. Both tracks conclude with a capstone project requiring students to apply skills and perspectives acquired in the Program to a current or developing problem threatening or preventing peace and/or justice. In the seventeen-month program, the Internship class serves to integrate the practical experience of the internship with theory through critical discussion.

With the exception of the capstone and, for students in the 17-month track, the Internship, substitutions of required courses with electives can occur with the approval of the Program Director if a required course duplicates previous academic work of the student.

## Core Courses

1. Conflict Analysis, Prevention and Resolution
2. International Justice and Human Rights
3. Development and Conflict
4. Research Methodology

Areas of Emphasis (points under each emphasis are indicative of topics relevant to each area and do not represent the names of specific courses)

### Conflict Analysis and Resolution

- Community conflict/resilience
- Conflict assessment
- Conflict prevention/early warnings
- Conflict and international policy
- Post-conflict peacebuilding
- Ethnic and identity conflict (identity as language, race, class, gender, ethnicity, faith)
- Faith-based traditions and peacebuilding
- International and regional institutions
- Negotiation and mediation
- Nonviolence, religion, communication
- Social movements



## Human Rights

- Human rights policy and institutions
- Advocacy, NGOs and social movements
- Genocide, mass atrocities and responsibility to protect
- Human rights monitoring, documentation and media
- Public international law and international humanitarian law
- Justice mechanisms (local, national and international)
- Restorative justice and reconciliation
- Rule of law
- Access to justice
- Transitional justice
- Identity, culture and human rights

## Development and Human Security

- Economic development and political economy
- Post-conflict development policy
- Sustainable development
- Human security
- International organizations
- Peacebuilding
- Humanitarian aid
- Civil society and NGOs
- Human capital
- Organizational management
- Political development and governance (institution building, rule of law)
- Failed states/states in transition
- Resource conflict

## Courses

### PJS 510 RELIGION AND CONFLICT TRANSFORMATION (3)

An exploration of the relationship between religion and the dynamics of conflict, with focus on the role of religion in conflict, peacebuilding and conflict transformation. Selected religious traditions will be considered, such as Buddhism, Hinduism, Confucianism, Judaism, Christianity and Islam, giving attention to such topics as their impact on processes of conflict, their function in violence prevention, reconciliation and social change and their resources for promoting peace and justice as human development.

### PJS 540 RESEARCH METHODOLOGY (3)

This course introduces students to the philosophies behind social science research as well as the elements of the research process and consists of three units. The first unit addresses the philosophy of social/scientific research and the importance of policy and information underpinned by credible research. The second unit focuses on general research design issues and an overview of qualitative and quantitative methods. The final unit focuses on two types of research: case study and evaluation/assessment.

### PJS 550 CONFLICT ANALYSIS, PREVENTION AND RESOLUTION (3)

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.

## Additional Requirements For Admission

### Master Of Arts In Peace and Justice Studies

See page 53 for basic admission requirements.

Entrance Semesters	Fall
Application Deadline	January 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

**PJS 553 INTERNATIONAL CONFLICT PREVENTION & RESOLUTION (3)**

This course focuses on third-party strategies for ethical intervention in civil and international conflicts. The particular focus is on environments where one party contests the legitimacy of an existing political authority or arrangement. This course studies the special dynamics of these cases in ongoing armed conflict and post-war environments: widespread insecurity, lack of effective government control or functioning and collective trauma.

**PJS 556 INTERNATIONAL NEGOTIATIONS (3)**

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

**PJS 558 PEACE AND JUSTICE IN WORLD POLITICS: THEORY AND PRACTICE (3)**

An analysis of the theoretical literature on the causes of war and conditions of peace and justice focusing on issues of sovereignty, global governance, military and non-military aspects of security human rights and positive and negative peace.

**PJS 563 NONVIOLENCE AND PEACE EDUCATION (3)**

This course examines the dynamics, strengths and limitations of nonviolent actions, social movements and peace education as alternatives to violence and as means for insuring human security. Drawing from history, international relations, political science, military, state security and public policy frameworks, students will seek explanations, estimate costs and assess justifications of violence and of nonviolence. The course will examine ways, through action and education, to encourage people to opt for personal and collective practices of nonviolence.

**PJS 570 DEVELOPMENT & CONFLICT (3)**

This course will examine (1) the main economic theories of development and conflict (paying particular attention to the ways in which the two may be linked), (2) the great debates in conflict economics and (3) the spatial dimensions of violent conflict. It will build a logical and intuitive appreciation of concepts covered by employing both deductive (theoretical) and inductive (empirically-grounded theory-building) exercises.

**PJS 572 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.

**PJS 574 CIVIL SOCIETY, PEACEBUILDING AND DEVELOPMENT (3)**

This course, drawing on political theory and democratization literature, will explore the strengths and weaknesses of civil society organizations seeking to build peace, development and democracy after violent conflict. Through case studies, the course will examine places where poverty and inequity were root causes of conflict, requiring social change to meet basic human needs, ensure rights and guarantee security.

**PJS 580 INTERNATIONAL JUSTICE AND HUMAN RIGHTS (3)**

An introduction both to the international law of human rights and to the principal institutions, organizations and processes designed to protect those rights. Attention will also be given to more "theoretical" issues, such as: What is the relationship between religion and human rights? Does the international law of human rights unjustifiably favor "western" over "non-western" moral perspectives?

**PJS 582 TRANSITIONAL JUSTICE AND RESPONDING TO MASS ATROCITIES (3)**

An examination of the range of possible legal, institutional and policy frameworks that have been marshaled in an attempt to respond to large-scale human rights atrocities in the wake of conflict, from tribunals to truth commissions and beyond. The course will also examine debates about stopping ongoing mass atrocities through "humanitarian intervention" and the "responsibility to protect" doctrine.

**PJS 588 HUMAN RIGHTS ADVOCACY (3)**

An examination of the actors and organizations conducting modern-day human rights advocacy and the techniques central to their work, including fact-finding, monitoring, report writing and media work. The course will balance practical skill development (interviewing, press release writing) with a critical and reflective examination of the ethical and strategic dilemmas faced by human rights advocates today.

**PJS 594 SPECIAL TOPICS IN PEACE AND JUSTICE STUDIES (1-3)**

A specialized course focusing on a topic in conflict resolution, development, human rights or human security. The course can be repeated if the topic changes.

**PJS 595 PEACE AND JUSTICE STUDIES CAPSTONE (3)**

A study of a current or developing problem that threatens or prevents peace and/or justice. The case study will integrate skills and perspectives acquired in the program.

Prerequisite for the course is approval of a case study prospectus. To pass you must achieve a B or better.

**PJS 598 INTERNSHIP (3)**

This course involves participation in an internship related to one of the four areas of specialization within the Peace and Justice Studies Master's curriculum: conflict analysis and resolution, development, human rights, or human security. Internship placements will take place during the summer with a follow-up course in the fall semester. It is open only to students in the Peace and Justice Studies MA Program. Grading for the course will be on a Pass/Fail basis.

**PJS 599 INDEPENDENT STUDY (1-3)**

An independent study for up to three units provides students an opportunity to research a topic of particular interest to them relevant to Peace and Justice Studies. The faculty supervisor, program director and Dean of the Joan B. Kroc School of Peace Studies must approve the project proposal prior to the beginning of the relevant semester. This course may be repeated up to a maximum of three units. Prerequisite: Students must have completed at least one semester in the Peace and Justice Studies MA Program.

trustees, faculty  
and administration



## Board of Trustees

Ron L. Fowler, CHAIR  
Frank D. Alessio, VICE CHAIR  
James C. Peters, TREASURER

Richard M. Bartell  
Cindy Basso Eaton  
Constance M. Carroll, PhD  
Richard K. Davis  
Very Reverend Monsignor Richard F. Duncanson, STD  
Margarita Palau Hernandez, Esq.  
Robert A. Hoehn  
Sister Kathleen Hughes, RSCJ  
Roger A. P. Joseph  
Michael B. Kaplan  
Donald R. Knauss  
James C. Krause  
Stanley W. Legro  
Mary E. Lyons, PhD  
Luis Maizel  
James V. Mazzo  
James B. McCarthy  
Liam E. McGee  
Ann Navarra  
Sister Carolyn Osiek, RSCJ, ThD  
James D. Power IV  
Very Reverend Monsignor Lawrence M. Purcell  
John T. Redmond  
Byron C. Roth  
David H. Shaffer  
Darlene Marcos Shiley  
Herbert B. Tasker

## Trustees Emeriti

Robert H. Baker  
Manuel Barba, MD  
Thomas E. Barger\*  
Dee Baugh\*  
Allen J. Blackmore  
Reverend Monsignor Robert T. Callahan\*  
Robert T. Champion\*  
H. John Cashin\*  
James W. Colachis\*  
Kathryn A. Colachis  
Helen K. Copley\*  
Jenny M. Craig  
Sister Frances Danz, RSCJ\*  
Daniel W. Derbes  
Sir Daniel J. Donohue  
Margaret Duflock  
Reverend Monsignor I. Brent Eagen\*  
Anita Figueredo\*  
Walter Fitch III\*  
Kim Fletcher  
J. Phillip Gilligan  
Charles M. Grace  
Ernest W. Hahn\*  
Muriel Hahn\*  
Bruce R. Hazard\*  
Patricia M. Howe  
Peter J. Hughes  
Arthur H. Kaplan\*  
Michael B. Kaplan  
Edmund Keeney\*  
Joan B. Kroc\*  
Margot A. Kyd  
The Most Reverend Leo T. Maher\*  
James McMorrow\*  
George M. Pardee\*  
Elizabeth Parkman\*  
Leland S. Prussia  
John M. Robbins  
Col. Irving Salomon  
Richard P. Woltman  
Joanne R. Warren  
Walter J. Zable  
\*Deceased

## Faculty Emeriti

- Joan B. Anderson  
PROFESSOR EMERITA OF ECONOMICS  
BA, San Diego State University; MA, Stanford University;  
PhD, University of California, San Diego
- Fred R. Bahr  
PROFESSOR EMERITUS OF BUSINESS POLICY AND  
STRATEGIC ASSESSMENT  
BA, MA, DBA, George Washington University
- Eren H. Branch  
PROFESSOR EMERITA OF ENGLISH  
AB, Bryn Mawr College; MA, PhD, Stanford University
- Raymond S. Brandes  
PROFESSOR EMERITUS OF HISTORY  
BA, PhD, University of Arizona
- Dennis Briscoe  
PROFESSOR EMERITUS OF MANAGEMENT  
BA, MBA, Washington State University; PhD, Michigan  
State University
- David N. Burt  
PROFESSOR EMERITUS OF SUPPLY CHAIN  
MANAGEMENT  
BA, University of Colorado; MS, University of Michigan;  
PhD, Stanford University
- Curtis W. Cook  
DEAN EMERITUS AND PROFESSOR EMERITUS OF  
MANAGEMENT  
BA, University of Redlands; MBA, DBA, University  
of Southern California
- Robert R. Corbeil  
PROFESSOR EMERITUS OF COMPUTER SCIENCE  
BSEd, Gorham State Teachers College, University  
of Maine; MS, University of Maine; PhD, University  
of Toronto, Canada
- Edward F. DeRoche  
PROFESSOR EMERITUS AND DEAN EMERITUS OF  
EDUCATION  
BS, University of Maine; MEd, Eastern Connecticut  
State University; MA, PhD, University of Connecticut
- Ross E. Dingman  
PROFESSOR EMERITUS OF BIOLOGY  
BS, Long Beach State College; MS, PhD, University  
of Arizona
- Gerald N. Estberg  
PROFESSOR EMERITUS OF PHYSICS  
BA, Reed College; PhD, Cornell University
- E. Clare Friedman  
PROFESSOR EMERITA OF MATHEMATICS  
BA, St. Hugh's College, Oxford University;  
DPhil, Oxford University
- Sister Sally Furay, RSCJ  
PROFESSOR EMERITA OF ENGLISH AND ADJUNCT  
PROFESSOR EMERITA OF LAW  
BA, Duchesne College; MA, San Francisco College for  
Women; PhD, Stanford University; JD, University  
of San Diego
- Gregory M. Gazda  
PROFESSOR EMERITUS OF MARKETING  
BA, Occidental College; MBA, University of Michigan;  
PhD, Arizona State University
- Lee Gerlach  
PROFESSOR EMERITUS OF ENGLISH  
BA, MA, University of Wisconsin; PhD, University  
of Michigan
- Marjo A. Gray  
ASSOCIATE PROFESSOR EMERITA, COPLEY  
LIBRARY  
BS, Loyola University; MSLS, University of Illinois,  
Urbana-Champaign
- Janet K. Harrison  
PROFESSOR EMERITA OF NURSING  
BSN, MSN, University of Maryland; EdD, University  
of Southern California
- Marjorie Hart  
PROFESSOR EMERITA OF MUSIC  
BM, University of Iowa; MA, San Diego State College
- Mary Ann Hautman  
PROFESSOR EMERITA OF NURSING  
BSN, College of Mt. St. Joseph; MSN, Wayne State  
University; PhD, University of Texas, Austin
- Alice B. Hayes  
PRESIDENT EMERITA AND PROFESSOR EMERITA  
OF BIOLOGY  
BS, Mundelein College; MS, University of Illinois-  
Urbana; PhD, Northwestern University
- Author E. Hughes, Jr.  
PRESIDENT EMERITUS AND PROFESSOR EMERITUS  
OF ACCOUNTING  
BS, Eastern Illinois University; MA, University of  
Northern Colorado; PhD, University of Iowa
- Patrick J. Hurley  
PROFESSOR EMERITUS OF PHILOSOPHY  
BS, Gonzaga University; PhD, St. Louis University;  
JD, University of San Diego
- Philip O. Hwang  
PROFESSOR EMERITUS OF EDUCATION  
AB, Berchamans College, Philippines; MA, Ateneo  
de Manila University, Philippines; PhD, Marquette  
University
- Robert L. Infantino  
PROFESSOR EMERITUS OF EDUCATION  
BS, MS, Canisius College; EdD, State University  
of New York, Buffalo

- Henry Kolar  
PROFESSOR EMERITUS OF MUSIC  
BM, DePaul University; MM, Northwestern University;  
DMA, University of Colorado
- Eugene M. Labovitz  
PROFESSOR EMERITUS OF SOCIOLOGY  
BA, California State University, Northridge; MA,  
University of California, Santa Barbara; PhD, University  
of California, Riverside
- Helene Laperrousaz  
PROFESSOR EMERITA OF ITALIAN  
CAPES and DES in Italian Literature, University  
of Grenoble, France; PhD, University of California,  
San Diego
- Phoebe J.B. Lee  
PROFESSOR EMERITA OF NURSING  
BS, Stanford University; MS, University of California,  
Los Angeles
- John P. McDermott  
PROFESSOR EMERITUS OF CHEMISTRY  
BS, University of Portland; MS, PhD, University  
of Notre Dame
- Reverend James W. McGray  
PROFESSOR EMERITUS OF PHILOSOPHY  
BA, University of San Diego; MA, PhD, University  
of California, San Diego
- Jack R. Morrison  
PROFESSOR EMERITUS OF EDUCATION  
BS, MS, Pennsylvania State University; PhD,  
Northwestern University
- Janet H. Murphy  
ASSOCIATE PROFESSOR EMERITA OF LIBRARY  
SCIENCE  
BA, University of Colorado; MSLS, University of Denver
- Robert O'Neil  
PROFESSOR EMERITUS OF ECONOMICS  
BS, Fairfield University; MBA, New York University;  
PhD, Fordham University
- Jack D. Opdycke  
PROFESSOR EMERITUS OF CHEMISTRY  
BA, PhD, University of California, Riverside
- Mary P. Quayhagen  
PROFESSOR EMERITA OF NURSING  
BS, Spalding College; MS, University of California, Los  
Angeles; DNSc, University of California, San Francisco
- Mary A. Quinn  
PROFESSOR EMERITA OF ENGLISH  
BA, Simmons College; MA, PhD, University of  
California, Santa Barbara
- Donald B. Peterson  
PROFESSOR EMERITUS OF CHEMISTRY  
BS, Pennsylvania State University; MS, PhD, Carnegie  
Institute of Technology
- The Reverend Monsignor John R. Portman  
PROFESSOR EMERITUS OF THEOLOGY  
AND RELIGIOUS STUDIES  
BA, University of San Diego; STL, Pontifical Gregorian  
University, Rome; STD, Pontifical University of  
St. Thomas Aquinas, Rome
- Louise M. Rauckhorst  
PROFESSOR EMERITA OF NURSING  
BSN, St. Joseph College; MSN, Catholic University  
of America; EdD, Columbia University
- Reverend Norbert J. Rigali, S.J.  
PROFESSOR EMERITUS OF THEOLOGY AND  
RELIGIOUS STUDIES  
AB, MA, Gonzaga University; STL, University of  
Innsbruck, Austria; PhD, University of Munich,  
Germany
- Jeanne B. Rigsby  
PROFESSOR EMERITA OF FRENCH  
MA, University of Montreal, Canada; Doctor of Letters,  
University of Sorbonne, Paris, France
- Mary Woods Scherr  
PROFESSOR EMERITA OF LEADERSHIP STUDIES  
BA, MA, San Diego State University; PhD, Claremont  
Graduate School/San Diego State University
- Steven E. Schoenherr  
PROFESSOR EMERITUS OF HISTORY  
BA, Indiana University; MA, PhD, University  
of Delaware
- Sister Patricia Shaffer, RSCJ  
PROFESSOR EMERITA OF CHEMISTRY  
BA, San Francisco College for Women; MS, Stanford  
University; PhD, University of California, San Diego
- Reverend William L. Shipley  
PROFESSOR EMERITUS OF PHILOSOPHY  
PhL, PhD, Angelicum University, Italy
- Lynne B. Small  
PROFESSOR EMERITA OF MATHEMATICS AND  
COMPUTER SCIENCE  
BA, Reed College; MA, PhD, Yale University
- Michael P. Soroka  
PROFESSOR EMERITUS OF SOCIOLOGY  
BA, Villanova University; MA, PhD, Princeton  
University
- Gerald Sperrazzo  
PROFESSOR EMERITUS OF PSYCHOLOGY  
BA, University of Idaho; MA, St. Louis University;  
PhD, University of Ottawa, Canada
- John W. Swanke  
PROFESSOR EMERITUS OF PHILOSOPHY  
AA, St. Lawrence College; MA, St. Thomas College;  
PhD, University of Ottawa, Canada

- Patricia S. Traylor  
PROFESSOR EMERITA OF CHEMISTRY  
BA, University of California, Berkeley; MS, University of Wisconsin; PhD, Harvard University
- John Valois  
PROFESSOR EMERITUS OF PSYCHOLOGY  
Seminaire de Philosophie, Montreal, Canada, Diplome en etudes speciales de philosophie; MA, PhD, Catholic University of America
- Sister Elizabeth Walsh, RSCJ  
PROFESSOR EMERITA OF ENGLISH  
BA, MA, Manhattanville College; PhD, Harvard University
- Therese Truitt Whitcomb  
PROFESSOR EMERITA OF ART  
BA, San Diego College for Women; MA, San Diego State University
- Ray H. White  
PROFESSOR EMERITUS OF PHYSICS AND COMPUTER SCIENCE  
BS, California Institute of Technology; PhD, University of California, Berkeley

## Graduate Faculty

- Viviana Alexandrowicz  
ASSOCIATE PROFESSOR OF EDUCATION  
BA, Universidad Católica de Chile; MA, San Diego State University; PhD, Claremont Graduate School and San Diego State University
- Andrew T. Allen  
PROFESSOR OF ECONOMICS  
BS, MS, PhD, University of Illinois at Urbana-Champaign
- Jerome J. Ammer  
PROFESSOR OF EDUCATION  
BA, Loyola University; MA, University of Illinois; MA, Northeastern Illinois State College; PhD, Boston College
- Craig B. Barkacs  
ASSOCIATE PROFESSOR OF BUSINESS LAW AND ETHICS  
BA, Kenyon College; MBA, JD, University of San Diego
- Linda Barkacs  
ASSOCIATE PROFESSOR OF BUSINESS ETHICS  
BA, San Diego State University; JD, University of San Diego
- Donna Barnes  
ASSOCIATE PROFESSOR OF EDUCATION  
BA, Duke University; MS, Oregon College of Education; PhD, University of Oregon
- Thomas Barton  
ASSISTANT PROFESSOR OF HISTORY  
PhD, Yale University
- Kenneth Bates  
ASSISTANT PROFESSOR OF MARKETING  
BS, PhD, University of Arkansas
- Susan Bonnell  
ASSOCIATE PROFESSOR OF NURSING  
BSN, MSN, PhD, University of San Diego
- Michel A. Boudrias  
ASSOCIATE PROFESSOR OF MARINE SCIENCE AND ENVIRONMENTAL STUDIES  
BSc, McGill University; MS, Oregon State University; PhD, University of California, San Diego
- Robert Bowen  
DISTINGUISHED PROFESSOR OF ACCOUNTING  
AB, Drury College; MBA Washington University; PhD Stanford
- Sandy Buczynski  
ASSOCIATE PROFESSOR OF EDUCATION  
BA, University of Texas, Austin; MPH, University of Texas, Houston; PhD, University of Hawaii



- Joseph Burkard  
ASSOCIATE PROFESSOR OF NURSING  
BSN, George Mason University; MS in Nurse Anesthesia,  
George Washington University; DNSc, University of  
Tennessee
- Erika Nash Cameron  
ASSISTANT PROFESSOR OF COUNSELING  
BS, Bradley University; MEd, University of Hawaii;  
PhD, University of Missouri, St. Louis
- Ami Carpenter  
ASSISTANT PROFESSOR OF PEACE STUDIES  
BA, MA, New Mexico State University; PhD, George  
Mason University
- Cynthia Caywood  
PROFESSOR OF ENGLISH  
AFFILIATE PROFESSOR OF GRADUATE THEATRE  
BA, University of Kansas; MA, University of Exeter;  
PhD, Duke University
- Tara Ceranic  
ASSISTANT PROFESSOR OF BUSINESS ETHICS  
BA, University of Pittsburgh; MA, University of Limerick;  
PhD, University of Washington
- Ray Chambers  
ASSOCIATE PROFESSOR OF GRADUATE THEATRE  
BS, Ball State University
- Jason Chen  
ASSISTANT PROFESSOR OF ACCOUNTANCY  
BS, Brigham Young University-Hawaii; MS, University  
of Nevada, Las Vegas; PhD, University of Central Florida
- Mary Jo Clark  
PROFESSOR OF NURSING  
BSN, University of San Francisco; MSN, Texas Women's  
University; PhD, University of Texas at Austin
- Cynthia D. Connelly  
PROFESSOR OF NURSING  
BA, MA, University of Redlands; MS, University of San  
Diego; PhD, University of Rhode Island
- Stephen J. Conroy  
ASSOCIATE PROFESSOR OF ECONOMICS  
BA, Creighton University; MA, PhD, University of  
Southern California
- Thomas E. Copeland  
DISTINGUISHED CLINICAL PROFESSOR OF  
FINANCIAL ECONOMICS  
BA, The Johns Hopkins University; MBA, Wharton  
School of the University of Pennsylvania; PhD, The  
University of Pennsylvania
- Paula A. Cordeiro  
PROFESSOR OF LEADERSHIP STUDIES  
BS, Bridgewater State College; MEd, Rhode Island  
College; EdD, University of Houston
- Simon Croom  
PROFESSOR OF SUPPLY CHAIN MANAGEMENT  
BA, Lanchester Polytechnic (UK); MSc, PhD, University  
of Warwick (UK)
- Thomas M. Dalton  
PROFESSOR OF ACCOUNTING  
BS, MS, San Diego State University; PhD, University  
of Houston
- Bahar Davary  
ASSOCIATE PROFESSOR OF THEOLOGY AND  
RELIGIOUS STUDIES  
PhD, Catholic University of America
- Shreesh D. Deshpande  
ASSOCIATE PROFESSOR OF FINANCE  
BEngg (Mech), Birla Institute of Technology and Science;  
MBA, Clarkson University; PhD, The Pennsylvania State  
University
- Delavan Jon Dickson  
PROFESSOR OF POLITICAL SCIENCE AND  
INTERNATIONAL RELATIONS  
BA, Humboldt State University; MA, PhD, University  
of Southern California; JD, University of California,  
Los Angeles
- Denise Dimon  
PROFESSOR OF ECONOMICS  
BA, University of Colorado, Boulder; MIM, University  
of Denver; MS, PhD, University of Illinois at  
Urbana-Champaign
- Robert Donmoyer  
PROFESSOR OF LEADERSHIP STUDIES  
BA, Susquehanna University; MS, City College of New  
York; MA, PhD, Stanford University
- Casey Byrne Knudsen Dominguez  
ASSOCIATE PROFESSOR OF POLITICAL SCIENCE  
AND INTERNATIONAL RELATIONS  
BA, PhD, University of California Berkeley
- Kokila Doshi  
PROFESSOR OF ECONOMICS  
BA, MA, University of Bombay; MA, PhD, University  
of Rochester
- Emily Edmonds-Poli  
ASSOCIATE PROFESSOR OF POLITICAL SCIENCE  
AND INTERNATIONAL RELATIONS  
BA, Middlebury College; MA, University of Texas,  
Austin; PhD, University of California, San Diego
- Todd M. Edwards  
PROFESSOR OF MARITAL AND FAMILY THERAPY  
BA, Arizona State University; MA, University of Arizona;  
PhD, Virginia Polytechnic and State University

Kristine Ehrich  
ASSISTANT PROFESSOR OF MARKETING  
BA, Concordia College; MBA, Colorado State University;  
PhD, The University of Texas at Austin

Hugh I. Ellis  
PROFESSOR OF BIOLOGY  
AB, University of California, Berkeley; MS, California  
State University, Northridge; PhD, University of Florida,  
Gainesville

Seth R. Ellis  
ASSOCIATE PROFESSOR OF MARKETING  
BS, MBA, Idaho State University; PhD, University  
of Arizona

Iris H. W. Engstrand  
PROFESSOR OF HISTORY  
AB, MA, PhD, University of Southern California

Ana U. Estrada  
ASSOCIATE PROFESSOR OF MARITAL AND FAMILY  
THERAPY  
BA, University of the Pacific; MS, PhD, University  
of Utah

Robert Colin Fisher  
ASSOCIATE PROFESSOR OF HISTORY  
BA, Lawrence University; MA, PhD, University  
of California, Irvine

Andrea Godfrey Flynn  
ASSOCIATE PROFESSOR OF MARKETING  
BEng, McGill University; MBA Babson College; PhD  
University of Texas at Austin

Fred Galloway  
PROFESSOR OF LEADERSHIP STUDIES  
BA, University of California, San Diego; EdM, EdD,  
Harvard Graduate School of Education

Steven A. Gelb  
PROFESSOR OF EDUCATION AND LEADERSHIP  
STUDIES  
BA, University of Wisconsin; MEd, Erikson Institute  
of Loyola University; PhD, University of Washington

Jane M. Georges  
ASSOCIATE PROFESSOR OF NURSING  
BSN, MSN, University of California, San Francisco;  
PhD, University of Washington

Cheryl Getz  
ASSOCIATE PROFESSOR OF LEADERSHIP STUDIES  
BS, University of Cincinnati; MA, Central Michigan  
University; EdD, University of San Diego

Alan Gin  
ASSOCIATE PROFESSOR OF ECONOMICS  
BS, California Polytechnic State University; MA,  
PhD, University of California, Santa Barbara

Jan Gist  
PROFESSOR OF GRADUATE THEATRE  
BFA, Carnegie Mellon University; MFA, Wayne State  
University

Dale Glaser  
ADJUNCT PROFESSOR OF STATISTICS IN NURSING  
BA, University of California, Irvine; MS, California  
State University, Fullerton; PhD, California School of  
Professional Psychology

Lucia Gonzales  
ASSOCIATE PROFESSOR IN NURSING  
BA, Rosary College, River Forest Illinois; MSN, Rush  
University, Chicago; Phd, Emory University

Michael J. Gonzalez  
ASSOCIATE PROFESSOR OF HISTORY  
BA, Yale; MA, PhD, University of California, Berkeley

Sarah C. Gray  
PROFESSOR OF MARINE SCIENCE AND  
ENVIRONMENTAL STUDIES  
BA, University of Colorado; PhD, University of  
California, Santa Cruz

James O. Gump  
PROFESSOR OF HISTORY  
BA, University of Nebraska; MA, University of Auckland;  
PhD, University of Nebraska

Carolyn Bobbi Hansen  
ASSOCIATE PROFESSOR OF EDUCATION  
BS, Valparaiso University; MS, University of Wisconsin;  
EdD, University of Southern California

John D. Hanson  
ASSISTANT PROFESSOR OF SUPPLY CHAIN  
MANAGEMENT  
BASC, University of Toronto; MBA, PhD, Michigan  
State University

Sally Brosz Hardin  
PROFESSOR OF NURSING  
BSN, MSN, University of Illinois, Chicago; PhD,  
University of Illinois, Urbana

Donald L. Helmich  
PROFESSOR OF MANAGEMENT SCIENCE  
BBA, University of Hawaii; MBA, PhD, University  
of Oregon

Judith A. Hora, CPA  
ASSOCIATE PROFESSOR OF ACCOUNTING  
BA, University of California, Los Angeles; MS, Texas  
Tech University; PhD, Virginia Commonwealth  
University

Lois Howland  
ASSOCIATE PROFESSOR OF NURSING  
BS, MS, University of California, San Francisco;  
MS, DrPH, Harvard University

- Lea Hubbard  
PROFESSOR OF EDUCATION AND LEADERSHIP STUDIES  
BA, MA, PhD, University of California, San Diego
- Johanna Steggert Hunsaker  
PROFESSOR OF MANAGEMENT  
BS, University of Wisconsin, Madison; MS, PhD, University of Wisconsin, Milwaukee
- Phillip L. Hunsaker  
PROFESSOR OF MANAGEMENT  
BS, MS, San Diego State University; MBA, DBA, University of Southern California
- Sophie Suzanne Hutchins  
CLINICAL ASSOCIATE PROFESSOR OF NURSING  
BSN, Villa Maria College, Erie, PA; MSN University of North Carolina, Greensboro; DNP, University of South Florida.
- Noriyuki Inoue  
ASSOCIATE PROFESSOR OF EDUCATION  
BS, Osaka University; MA, Columbia University; MEd, Harvard University; PhD, Columbia University
- Susan Instone  
PROFESSOR OF NURSING  
BSN, Mary Manse College; MSN, DNSc, University of San Diego
- Aarti S. Ivanic  
Assistant Professor OF MARKETING  
PhD, University of Southern California; MS & BS, Purdue University
- Kathy S. James  
ASSOCIATE PROFESSOR OF NURSING  
BSN, California State University, Fullerton; MSN, DNSc, University of San Diego
- Nancy Jex-Sabin  
ADJUNCT CLINICAL ASSOCIATE PROFESSOR OF NURSING  
BS, California State University; MSN, University of California, San Francisco
- Robert R. Johnson  
PROFESSOR OF ECONOMICS  
BA, Moorhead State College; MA, PhD, University of Oregon
- Ronn Johnson  
ASSOCIATE PROFESSOR OF COUNSELING  
BA, Biola University; MA, Southern Nazarene University; MA, Chapman University; MEd, University of Central Oklahoma; PhD, Oklahoma State University
- Jane Jollineau  
DISTINGUISHED PROFESSOR OF ACCOUNTING  
BBA, University of New Brunswick, Saint John (UNBSJ); MBA, University of Alberta; PhD, Duke University
- Amit Kakkad  
ASSISTANT PROFESSOR OF DECISION SCIENCES  
BEng, DD Institute of Technology; MBA, Rollins College; PhD, London Business School
- Rangapriya Kannan-Narasimhan  
ASSISTANT PROFESSOR OF MANAGEMENT  
BCom, University of Bombay; MA, Tata Institute of Social Sciences; MS, San Jose State University; PhD, UCLA
- Ronald S. Kaufmann  
ASSOCIATE PROFESSOR OF MARINE SCIENCE AND ENVIRONMENTAL STUDIES  
BS, University of Minnesota; PhD, University of California, San Diego
- Timothy P. Kelley  
PROFESSOR OF ACCOUNTING  
BS, Loyola-Marymount University; MBA, California State University, Long Beach; PhD, University of Houston
- Frank R. Kemerer  
PROFESSOR OF EDUCATION IN RESIDENCE  
BA, MA, PhD, Stanford University
- Maria Kniazeva  
ASSOCIATE PROFESSOR OF MARKETING  
BA, MA, Leningrad State University (Russia); MBA, PhD, University of California, Irvine
- Marc Lampe  
PROFESSOR OF BUSINESS LAW AND SOCIAL RESPONSIBILITY  
BA, University of Wisconsin; MBA, San Francisco State University; JD, University of San Francisco
- Heather Lattimer  
ASSOCIATE PROFESSOR OF EDUCATION  
BA, Harvard University; MA, Stanford University; EdD, University of California, San Diego
- Virginia Lewis  
PROFESSOR OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS  
BA, American College of Switzerland; MA, PhD, University of California, Santa Barbara
- C. David Light  
PROFESSOR OF MARKETING  
BS, Arkansas State University; MBA, PhD, University of North Texas
- Yen-Ting (Daniel) Lin  
ASSISTANT PROFESSOR OF DECISION SCIENCE  
BS, National Chiao Tung University; MS, Stanford University; PhD, University of North Carolina at Chapel Hill
- Xin (Abby) Liu  
ASSISTANT PROFESSOR OF ACCOUNTANCY  
BS, MS, Sichuan Normal University; PhD, Washington State University

- Barbara A. Lougee  
ASSISTANT PROFESSOR OF ACCOUNTING  
BA, Colgate University; MBA, MS, PhD, Cornell University
- Mary Sue Lowery  
PROFESSOR OF BIOLOGY  
BS, Mississippi State University; PhD, University of California, San Diego
- Alyson C. Ma  
ASSOCIATE PROFESSOR OF ECONOMICS  
BA, Boston University; MS, Oregon State University; PhD, University of California, Davis
- Karen Macauley  
CLINICAL ASSOCIATE PROFESSOR OF NURSING  
BS, San Diego State University; MSN, DNP, PhD, University of San Diego
- Loren L. Margheim  
PROFESSOR OF ACCOUNTING  
BS, MAcc, University of Denver; PhD, Arizona State University
- Patricia Marquez  
ASSOCIATE PROFESSOR OF BUSINESS ETHICS  
BA, Bowdoin College; MA, EdD, University of California Berkeley
- Ian Martin  
ASSISTANT PROFESSOR OF COUNSELING  
BS, Loyola Marymount University; MEd, Lewis and Clark College; EdD, University of Massachusetts, Amherst
- Ann Mayo  
PROFESSOR OF NURSING  
AS, De Anza College; BSN, California State University, Dominguez Hills; MSN, PhD, University of San Diego
- Molly McClain  
PROFESSOR OF HISTORY  
BA, University of Chicago; MA, PhD, Yale University
- Mary McDonald  
ASSISTANT PROFESSOR OF LEADERSHIP STUDIES  
BS, Eastern Michigan University; MS, Western Michigan University; PhD, Michigan State University
- Christopher McDougal  
ASSISTANT PROFESSOR OF PEACE STUDIES  
BA, Swarthmore College; MS, University of New Mexico; PhD, Massachusetts Institute of Technology
- Ryan A. McKeon  
ASSISTANT PROFESSOR OF FINANCE  
BComm, University of Natal; PhD, University of Georgia
- Norm Miller  
PROFESSOR OF REAL ESTATE  
BS, MS, PhD, Ohio State University
- Sarina Molina  
ASSISTANT PROFESSOR OF EDUCATION  
BA, MA, University of Hawaii, Manoa; EdD, University of San Diego
- Theresa Monroe, RSCJ  
ASSOCIATE PROFESSOR OF LEADERSHIP STUDIES  
BA, University of Arizona; MDiv, ThM, Western Jesuit School of Theology; MPA, Harvard University; JCL, Catholic University of America; EdD, Harvard University
- Thomas O. Morris  
PROFESSOR OF INTERNATIONAL BUSINESS  
BS, University of Colorado; BS, University of Minnesota; MBA, PhD, University of Denver
- Jennifer Mueller  
ASSOCIATE PROFESSOR OF MANAGEMENT  
PhD, Brandeis University
- Vidya Nadkarni  
PROFESSOR OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS  
BA, University of Bombay; MA, Jawaharlal Nehru University; PhD, University of British Columbia
- Andrew Narwold  
PROFESSOR OF ECONOMICS  
BA, University of Virginia; MBA, Virginia Commonwealth University; PhD, University of California, Santa Barbara
- Bilijana Nikolic  
ASSISTANT PROFESSOR OF FINANCE  
BS, Braca Karic University; PhD, University of Missouri
- Noelle H. Norton  
PROFESSOR OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS  
BA, University of California, Los Angeles; MA, PhD, University of California, Santa Barbara
- Clara Oberle  
ASSISTANT PROFESSOR OF HISTORY  
BA, Wellesley College; MA, PhD, Princeton University
- Bethany O'Shea  
ASSISTANT PROFESSOR OF MARINE SCIENCE AND ENVIRONMENTAL STUDIES  
BS, PhD, University of New South Wales, Australia
- Lee Ann Otto  
PROFESSOR OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS  
BA, Lawrence University; MA, Northern Illinois University; PhD, University of British Columbia
- Jo Ellen Patterson  
PROFESSOR OF MARITAL AND FAMILY THERAPY  
BA, Baylor University; MEd, Wake Forest University; PhD, University of North Carolina, Greensboro

- Diane D. Pattison  
PROFESSOR OF ACCOUNTING  
BS, University of Oregon; MBA, California State University, Hayward; PhD, University of Washington
- Cynthia M. Pavett  
PROFESSOR OF MANAGEMENT  
BA, University of Dayton; MBA, PhD, University of Utah
- Johan Perols  
ASSISTANT PROFESSOR OF ACCOUNTING  
BS, Colorado Christian University; MBA, University of Colorado at Denver; PhD, University of South Florida
- Michael R. Pfau  
ASSOCIATE PROFESSOR OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS  
Vordiplom, Universitat Hamburg; MA, Southern Illinois University; MA, PhD, State University of New York, Stonybrook
- Jillian R. Phillips  
ASSISTANT PROFESSOR OF ACCOUNTING  
PhD, MS, BBA, University of Central Florida
- Mario J. Picconi  
PROFESSOR OF FINANCE  
BS, Iona College; MBA, University of Chicago; PhD, Rutgers University
- Morgan Poor  
ASSISTANT PROFESSOR OF MARKETING  
BS, Bowling Green State University; MA University of Kentucky; PhD Indiana University
- David Pyke  
PROFESSOR OF DECISION SCIENCES  
BA, Haverford College; MBA, Drexel University; PhD, Wharton School of the University of Pennsylvania
- Reyes Quezada  
PROFESSOR OF EDUCATION  
BA, San Jose State University; MA, San Diego State University; MEd, University of San Diego; EdS, Point Loma Nazarene College; EdD, Northern Arizona University
- Patricia Quinn  
CLINICAL ASSOCIATE PROFESSOR OF NURSING  
BS, MS, University of California, San Francisco; PHD, University of San Diego
- Manzur Rahman  
PROFESSOR OF FINANCE  
AB, BS, Lafayette College; JD, University of San Diego; PhD, University of South Carolina
- Justine Rapp  
ASSISTANT PROFESSOR OF MARKETING  
BSBA, MBA, Villanova University; PhD, University of Nebraska
- Ryan Ratcliff  
ASSISTANT PROFESSOR OF ECONOMICS  
AB, Stanford University; PhD, University of California, Berkeley
- Carl M. Rebman  
ASSOCIATE PROFESSOR OF INFORMATION TECHNOLOGY  
BFA, University of Arizona; MBA, PhD, University of Mississippi
- George E. Reed  
ASSOCIATE PROFESSOR OF LEADERSHIP STUDIES  
BS, Central Missouri State University; MFS, George Washington University; PhD, Saint Louis University
- Charles Reilly  
SENIOR LECTURER OF PEACE STUDIES  
BA, Seton Hall University; STL, Gregorian University; MA, PhD, University of Chicago
- Nathalie B. Reynolds  
ASSISTANT PROFESSOR OF MARINE SCIENCE AND ENVIRONMENTAL STUDIES  
BS, University of Arizona; MS, Stony Brook University; PhD, North Carolina State University
- Mark J. Riedy  
ERNEST W. HAHN PROFESSOR OF REAL ESTATE FINANCE  
BA, Loras College; MBA, Washington University; PhD, University of Michigan
- Daniel A. Rivetti  
ASSOCIATE PROFESSOR OF FINANCE  
BS, The Pennsylvania State University; DBA, Kent State University
- Fred Miller Robinson  
PROFESSOR OF ENGLISH  
AFFILIATE PROFESSOR OF GRADUATE THEATRE  
BA, University of Redlands; MA, PhD, University of Washington
- Patricia Roth  
PROFESSOR OF NURSING  
BSN, Mary Manse College; MS, University of Arizona; EdD, University of Southern California
- Miriam Rothman  
PROFESSOR OF HUMAN RESOURCE MANAGEMENT  
BA, City University of New York; MS, San Diego State University; PhD, University of Washington
- Lonnie L. Rowell  
ASSOCIATE PROFESSOR OF COUNSELING  
AB, MS, San Diego State University; PhD, University of Southern California
- Vivek Sah  
ASSISTANT PROFESSOR OF REAL ESTATE  
BE, NIT, Rourkela, India; MBAIMT, Ghaziabad, India; PhD, Georgia State University

- Jonathan Sandy  
 PROFESSOR OF ECONOMICS  
 BA, San Diego State University; MA, PhD, University of California, Santa Barbara
- Barbara Sarter  
 ASSOCIATE PROFESSOR OF NURSING  
 BSN, University of Colorado; MA and PhD, New York University; FNP, University of California
- Richard Seer  
 CRAIG NOEL PROFESSOR OF GRADUATE THEATRE  
 BA, California State University, Long Beach; MFA, Boston University
- Kenneth Serbin  
 PROFESSOR OF HISTORY  
 BA, Yale University; MA, PhD, University of California, San Diego
- Dustin Sharp  
 ASSISTANT PROFESSOR OF PEACE STUDIES  
 BA, University of Utah; JD, Harvard University
- David Shirk  
 ASSOCIATE PROFESSOR OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS  
 BA, Lock Haven University; MA, PhD, University of California, San Diego
- James K. Smith  
 ASSOCIATE PROFESSOR OF ACCOUNTING  
 BS, MBA, JD, Tulane University; LL.M., University of San Diego; PhD, University of Arizona
- Richard Smith  
 LECTURER IN NURSING  
 AA, Saddleback Community College; PharmD, University of the Pacific, School of Pharmacy
- Tyagarajan N. Somasundaram  
 ASSOCIATE PROFESSOR OF MARKETING  
 BA, University of Delhi, India; MBA, Punjab University, India; MBA, University of Saskatchewan, Canada; PhD, University of Wisconsin, Milwaukee
- Joi Spencer  
 ASSOCIATE PROFESSOR OF EDUCATION  
 BA, MA, Stanford University; PhD, University of California, Los Angeles
- Avi Spiegel  
 ASSISTANT PROFESSOR OF POLITICAL SCIENCE  
 BA, Georgetown; MA Harvard; JD, New York University; PhD, Oxford
- Kathryn C. Statler  
 PROFESSOR OF HISTORY  
 BA, MA, PhD, University of California, Santa Barbara
- Abraham Stoll  
 ASSOCIATE PROFESSOR OF ENGLISH  
 AFFILIATE ASSOCIATE PROFESSOR OF GRADUATE THEATRE  
 BA, Yale University; PhD, Princeton University
- Steven W. Sumner  
 ASSOCIATE PROFESSOR OF ECONOMICS  
 BA, Calvin College; MA, PhD, University of California, San Diego
- Yi Sun  
 ASSOCIATE PROFESSOR OF HISTORY  
 BA, Nankai University, China; MA, PhD, Washington State University
- Marko Svetina  
 ASSISTANT PROFESSOR OF FINANCE  
 BA, University of Northern Iowa; BS, Iowa State University; PhD, Arizona State University
- Kathleen M. Sweeney  
 CLINICAL ASSOCIATE PROFESSOR IN NURSING  
 BSN, Michigan State University, East Lansing, Michigan; MSN, University Of Pittsburgh; DNP, Robert Morris University, PA
- Drew M. Talley  
 ASSISTANT PROFESSOR OF MARINE SCIENCE AND ENVIRONMENTAL STUDIES  
 BSc, San Diego State University; PhD, University of California, San Diego
- Charles J. Teplitz  
 PROFESSOR OF DECISION SCIENCES AND PROJECT MANAGEMENT  
 BBA, Cleveland State University; MBA, DBA, Kent State University
- Michael Terry  
 CLINICAL ASSOCIATE PROFESSOR IN NURSING  
 BSN Sonoma State University; MSN California State University, Long Beach; DNP, University Of San Francisco
- Charles C. Tu  
 DANIEL F. MULVIHILL PROFESSOR OF COMMERCIAL REAL ESTATE  
 BS, National Chao-Tung University, Taiwan; MBA, PhD, George Washington University
- Necla Tschirgi  
 PROFESSOR OF PRACTICE, HUMAN SECURITY AND PEACEBUILDING  
 BA, MA, American University of Beirut; PhD University of Toronto
- Linda D. Urden  
 PROFESSOR OF NURSING  
 BSN, Pepperdine University; MN, University of California, Los Angeles; DNSc, University of San Diego

- Vicente A. Vargas  
ASSOCIATE PROFESSOR OF OPERATIONS  
MANAGEMENT  
BS, PhD, University of North Carolina at Chapel Hill
- J. Michael Williams  
ASSOCIATE PROFESSOR OF POLITICAL SCIENCE  
AND INTERNATIONAL RELATIONS  
BA, University of San Diego; JD, The American  
University; MA, PhD, University of Wisconsin-Madison
- Lee M. Williams  
PROFESSOR OF MARITAL AND FAMILY THERAPY  
BS, Georgia Institute of Technology; MS, PhD, Purdue  
University
- Randy Willoughby  
PROFESSOR OF POLITICAL SCIENCE AND  
INTERNATIONAL RELATIONS  
BA, University of California, Los Angeles; MA, PhD,  
University of California, Berkeley
- Barbara Withers  
PROFESSOR OF MANAGEMENT SCIENCE  
BA, Florida Presbyterian College; MBA, PhD, University  
of Colorado
- Wenli Xiao  
ASSISTANT PROFESSOR OF OPERATIONS  
MANAGEMENT  
BS, University of Science and Technology of China; MSc,  
Fudan University; PhD Georgia Institute of Technology
- Dirk S. Yandell  
PROFESSOR OF ECONOMICS  
BA, University of San Diego; MS, PhD, Purdue University
- Zhi-Yong Yin  
PROFESSOR OF MARINE SCIENCE AND  
ENVIRONMENTAL STUDIES  
BS, MS, Peking University, China; PhD, University  
of Georgia
- Susan M. Zgliczynski  
ASSOCIATE PROFESSOR OF COUNSELING  
BS, MS, Purdue University; PhD, Texas A&M University
- Carsten Zimmermann  
ASSISTANT PROFESSOR OF MANAGEMENT  
BA, Berlin School of Economics; MPhil, University  
of Cambridge; PhD, University of Cambridge
- Dennis Zocco  
PROFESSOR OF FINANCE  
BS, The Pennsylvania State University; MA, PhD,  
Lehigh University

## Administration

### Office of the President

- Mary E. Lyons, PhD, President  
Elaine V. Atencio, BS, Special Assistant to the President and  
Assistant Secretary of the Board of Trustees  
TBD, CPA, University Auditor  
Kelly Capen Douglas, Esq, General Counsel  
Mary Whelan, MA, Executive Director, Institutional Design  
Ky Snyder, BS, Associate Vice President for Athletics

### Office of the Vice President and Provost

- Andrew T. Allen, PhD, Interim Vice President and Provost  
Christopher W. Wessells, MS, Vice Provost and Chief  
Information Officer  
Denise Dimon, PhD, Associate Provost for International  
Affairs  
Esteban del Río, PhD, Associate Provost for Inclusion and  
Diversity  
Thomas R. Herrinton, PhD, Vice Provost  
Deborah L. Gough, MEd, Assistant Vice President,  
Academic Administration  
Susan H. Bugbee, MA, Registrar  
Theresa Byrd, EdD, University Librarian  
Kimberly A. Parks, MA, Associate Registrar, Summer and  
Intersession  
Stephen Pultz, MA, Assistant Vice President, Enrollment  
Management  
Linda M. Scales, MA, Director, Career Services  
Stephen Schissler, MEd, Director, One Stop Student Center  
Chris Nayve, JD, MBA, Director, Community Service-  
Learning  
Judith Lewis Logue, MS, Director, Financial Aid  
Susan Sullivan, MA, Director, Graduate Career Programs  
Cynthia Villis, PhD, Director, Institute of College Initiatives  
and Director, Upward Bound  
Shelley Barajas-Leyva, MA, Director, McNair Scholars  
Kimberly Eudy, JD, Director, Sponsored Programs  
Sara Boquin, BA, Director, Student Support Services  
Cristina Aguirre, BA, Assistant Director, Upward Bound  
Annie O'Brien, MS, Coordinator, Academic Publications

### Office of the Vice President for Business Services

Russell C. Thackston, ME, MA, PE, Vice President, Business Services

Patricia Putnam, MSEL, Associate Vice President, Business Services

Andre Mallie, BTS, Executive Director, Auxiliary Services

Larry Barnett, BS, Assistant Vice President, Public Safety

Karen Briggs, MEd, Interim Chief Human Resources Officer, Human Resources

Mark Norita, MBA, Assistant Vice President, Facilities Management

Dawn Anderson, Director, Purchasing and University Copy

### Office of the Vice President for Mission and Ministry

Reverend Monsignor Daniel J. Dillabough, STD, JCL, Vice President for Mission and Ministry

Sister Virginia Rodee, RSCJ, BA, MA, MTS, Assistant Vice President for Mission and Ministry

Michael Lovette-Colyer, PhD, Assistant Vice President for University Ministry

### Office of the Vice President of Student Affairs

Carmen M. Vazquez, MSW, Vice President, Student Affairs

Moisés Barón, PhD, Assistant Vice President for Student Affairs, Wellness

Stephen Sprinkle, PhD, Director, Counseling Center

Christopher Burden, PsyD, Director, Disability Services

Pamela Sikes, RN, MS, FNP, Director, Student Health Center

Melissa Halter, PhD, Director, Center for Health and Wellness Promotion

Cynthia Avery, EdD, Vice President for Student Affairs, Student Life

Mayté Perez-Franco, PhD, Director, United Front Multicultural Center

Nicki Schuessler, MA, Director, Student Life Facilities

Jason Schreiber, MS, Director, Student Activities

Erin Lovette-Colyer, MS, Director, Women's Center

Mandy Womack, MEd, Director, Student Organizations and Greek Life

Gregory Zackowski, MBA, Director, Outdoor Adventures and Sustainability Programs

Gary Becker, MS, Director, Campus Recreation

Donald R. Godwin, EdD, Assistant Vice President for Student Affairs and Dean of Students

Margaret Leary, MS, Associate Dean of Students

Marie Minnick, MS, Assistant Dean of Students

Merrick Marino, MEd, MBA, Assistant Dean, Center for Student Success

Dayanne Izmirian, PhD, Assistant Dean, Residential Life

Rick Hagan, MBA, Director, Housing

Sean Horrigan, MA, Director, Student Conduct and Graduate Student Life

Wajma Shams Lyons, MA, Director, University Scheduling

Barry Ligman, BA, Parking Services Manager

### Office of the Vice President for University Relations

Timothy L. O'Malley, PhD, Vice President, University Relations

Sandra Ciallella, Associate Vice President, Development

Suzanne Stone, Senior Director, Advancement Services

Philip Garland, Director, Annual Giving

Jean Savard, Director, Development

Judy Eppler, Director, Donor Relations

Annette Ketner, Senior Director, Foundation Relations

John Phillips, Senior Director, Planned Giving

Allen Baytop, Director, Special Gifts and Scholarship Development

Coreen Petti, Associate Vice President, Marketing and Strategic Partnerships

Krystn Shrieve, Director, Brand Marketing Communications

Julene Snyder, Senior Director, Marketing and University Publications

Tim McKernan, Marketing Creative Director

Anna Cain, Director, Marketing Production and Services

Deanna Wittman, Director, University Events and Promotions

Patrick Simon, Director, Web Marketing

Pamela Gray Payton, Assistant Vice President, Public Affairs

Tom Cleary, Senior Director, Community and Government Relations

Liz Harman, Senior Director, Media Relations

Melissa Wagoner, Director, Media Relations

Charles Bass, Director, Alumni Relations

Yolanda Ingle, PhD, Senior Director, International Constituent Relations

Renda Quinn, Director, Parent Relations



# Index

Absence, Leave of .....	34
Academic Calendar .....	18
Academic Probation .....	38
Academic Regulations .....	37
Academics .....	48
Academic Technology Services .....	51
Accountancy (MACC), Master of Science in .....	89
Accountancy Programs, Graduate .....	88
Accreditation .....	7
Admission .....	53
Admission, Dual-Degree Programs .....	26
Admission Filing Dates .....	22
Ahlers Center .....	71
Alumni Association .....	40
Americans with Disabilities Act (ADA) .....	15
Application Procedure .....	28
Application Procedure, International Students .....	25
Auditing .....	33
Board of Trustees .....	203
Bookstore (Torero Store) .....	45
Business Administration, Master of .....	73
Campus Card Services .....	40
Campus Recreation and Sports .....	41
Career Services .....	42
Center for Christian Spirituality .....	48
Center for Health and Wellness Promotion (CHWP) .....	45
Center for Inclusion and Diversity .....	48
Centers and Institutes .....	53
Change of Course Registration .....	33
College of Arts and Sciences .....	53
Communications .....	5
Community Service-Learning .....	42
Comprehensive Examinations .....	39
Conduct, Student .....	15
Continuous Registration .....	33
Copley Library .....	50
Counseling Center .....	46
Counseling Program .....	160
Degree Requirements .....	36
Degrees .....	17
Dining Services .....	42
Diplomas .....	36
Disability Services .....	46
Dissertation, Doctoral Degree .....	40
Doctoral Degree, General Requirements .....	39
Doctor of Nursing Practice Degree for APRNs .....	176
Doctor of Nursing Practice Degree for RNs .....	177
Doctor of Philosophy Degree .....	175
Donor Scholarships and Grants .....	31
Dramatic Arts, Graduate Theatre. Master of Fine Arts in ....	54
Dual Degree Programs, International .....	80
English Language Academy .....	48
English Proficiency .....	25
Equal Opportunity .....	10
Executive Leadership, Master of Science in .....	98
Expenses .....	28
Faculty, Emeriti .....	204
Faculty, Graduate .....	206
Family Educational Rights and Privacy Act of 1974 (FERPA) .....	14
FERPA .....	14
Financial Assistance .....	30
Foreign Language Requirement .....	39
Global Leadership, Master of Science in .....	110
Grade Grievance Procedures .....	15
Grade Point Average (GPA) .....	37
Grading System .....	37
Graduate Certificate in Accountancy .....	97
Graduate Student Associations .....	42
Graduate Students, New .....	33
Grants and Scholarships .....	30
Grievances .....	15
Hahn School of Nursing and Health Science .....	172
Hahn University Center .....	43
History, Masters of Arts in .....	56
Incomplete Grade .....	37
Institute of College Initiatives .....	48
Instructional Media Services .....	51
Integrity of Scholarship .....	37
International Center .....	49
International Master of Business Administration (IMBA) ...	77
International Relations, Master of Arts in .....	60

Intersession .....	50	School of Business Administration .....	68
Joan B. Kroc School of Peace Studies .....	197	School of Leadership and Education Sciences .....	116
Leadership Studies, Department of .....	118	Section 504 of the Rehabilitation Act .....	14
Learning and Teaching, Department of .....	135	Special Education Master's Degree Program and Credential .....	154
Leave of Absence .....	34	Special Fees .....	28
Legal Research Center .....	51	Student Conduct .....	15
Library, Copley .....	50	Student Health Center .....	47
Mail Center .....	43	Student Health Insurance .....	47
Manchester Family Child Development Center .....	43	Student Life Pavilion .....	43
Marine Science, Master of Science in .....	63	Student Services .....	40
Marital and Family Therapy Program .....	167	Student Wellness .....	45
Master of Business Administration (MBA) .....	73	Study Abroad Opportunities .....	48
Master of Fine Arts in Dramatic Arts, Graduate Theatre .....	54	Summer Sessions .....	50
Master's Degree, General Requirements .....	39	Supply Chain Management, Master of Science in .....	106
Master's Degree Limitation of Time .....	39	Taxation (MTAX), Master of Science in .....	95
Memberships .....	7	Testing Information .....	27
Mission and Goals of USD .....	5	Test Preparation Courses .....	27
Non-Degree Special Students .....	26	Thesis, Master's Degree .....	39
Nursing, Hahn School of .....	173	Torero Store .....	45
Nursing, Master of Science in .....	180	Transcripts .....	36
Official Recognition and Accreditation .....	7	Transfer of Graduate Credit .....	35
Oral Examinations .....	39	Transportation .....	44
Paralegal Program .....	114	Trustees, Emeriti .....	203
Parking Services .....	44	Tuition, 2013-2015 .....	28
Pass/Fail Grading .....	38	United Front Multicultural Center .....	47
Payment Plans .....	29	University Copy .....	44
Peace and Justice Studies, Master of Arts in .....	197	University Ministry .....	45
Peace Studies, School of .....	197	University of San Diego, The .....	5
Policies .....	10	Waiver of Requirements .....	36
President's Message .....	2	Withdrawal from the University .....	34
Real Estate, Master of Science in .....	103	Writing Center .....	47
Refund Policy .....	30		
Registration Deadlines .....	32		
Registration Policies and Procedures .....	32		
Repetition of Courses .....	38		
Reservation of the Right to Modify .....	3		
Residency Requirement .....	39		
Residential Life .....	44		
Responsibility of Students .....	15		
Scholarship, Integrity of .....	37		
Scholarships and Grants .....	30		
School, Family and Mental Health Professions, Department of .....	160		



OFFICE OF GRADUATE ADMISSIONS

Serra Hall, Room 202  
5998 Alcalá Park  
San Diego, CA 92110-2492  
[www.sandiego.edu/admissions/graduate](http://www.sandiego.edu/admissions/graduate)

Nonprofit Org.  
U.S. Postage  
PAID  
Permit #365  
San Diego, CA

Diane Maher  
Copley Library



An education at the University of San Diego is founded on a single and unwavering principle:  
**the pursuit of academic excellence.**

It is a place where students are encouraged to develop critical thinking skills, stimulate their curious minds through collaborative inquiry, and participate in a free exchange of complex ideas. Our students are passionate about learning and our award-winning faculty are passionate about providing them with the resources they need to succeed, both in the classroom and in life. Through dynamic group discussions, focused research opportunities and meaningful internship positions, our students are empowered to engage the issues that define our diverse and ever-changing global community.